Creating a Competitive Advantage for Higher Educational Organizations Through Closing the Employability Gap

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Abstract:

This study aims to assess the level of interest in creating competitive advantage and evaluate the strength of closing the employment gap in higher education institutions. It also aims to uncover the impact of creating competitive advantage on closing the employment gap. A sample of graduates from the College of Business Administration and Engineering at Ain Shams University, the Arab Academy for Science, Technology and Maritime Transport, and the Arab Academy for Science and Technology was selected over three years (2021, 2022, 2023), with a sample size of 376. A questionnaire was used as a study tool, distributed to the study sample, and 300 valid questionnaires were obtained for analysis.

The study found a high level of interest in creating competitive advantage, with the most available dimensions being (curriculum alignment, technology and innovation, development of life skills, training and development, career guidance, graduate

career path tracking). The study also found a high level of interest in closing the employment gap among graduates of higher education institutions. The most available dimensions were (general qualities, specialized skills, knowledge and understanding, general skills). Additionally, the study found a statistically significant impact of creating competitive advantage on closing the employment gap in higher education organizations, and based on these results, some recommendations were presented in the form of an action plan.

Key words: Creating a Competitive Advantage, Closing the Employment Gap, Higher Education Institutions in Egypt, Ain Shams University, Arab Academy for Science, Technology and Maritime Transport.

المستخلص:

تهدف هذه الدراسة إلى تحديد مستوى الاهتمام بخلق الميزة التنافسية تقييم مدى قوة سد فجوة التوظيف في مؤسسات التعليم العالي، كما تهدف إلى الكشف عن أثر خلق الميزة التنافسية في سد فجوة التوظيف، وقد تم اختيار عينة من خريجي كلية إدارة الأعمال والهندسة بجامعة عين شمس والجامعة العربية، والأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري، خلال ٣ سنوات (٢٠٢١، ٢٠٢٢، ٢٠٢٣)، وكان عدد هذه العينة ٣٧٦. وتم استخدام الاستبيان كأداة للدراسة، حيث تم توزيع الاستبيان على عينة الدراسة، وتم الحصول على ٣٠٠ استبيان صالح للتحليل.

توصلت الدراسة إلى وجود درجة عالية من الاهتمام بخلق الميزة التنافسية، وكانت الأبعاد الأكثر توافرًا هي (مواءمة المنهج الدراسي- التكنولوجيا والابتكار- تنمية المهارات الحياتية- التدريب والتطوير- التوجيه المهني- تتبع المسار الوظيفي للخريجين). وتوصلت الدراسة إلى وجود درجة عالية من الاهتمام بسد فجوة التوظيف لدى خريجي مؤسسات

التعليم العالي. وكانت الأبعاد الأكثر توافرًا هي (الصفات العامة– المهارات المتخصصة– المعرفة والفهم– المهارات العامة). كما توصلت الدراسة إلى وجود أثر ذو دلالة إحصائية لخلق الميزة التنافسية في سد فجوة التوظيف في منظمات التعليم العالي، وبناءً على هذه النتائج تم تقديم بعض التوصيات في صورة خطة عمل.
الكلمات المفتاحية: خلق الميزة التنافسية، سد فجوة التوظيف، مؤسسات التعليم العالي بمصر، جامعة عين شمس، الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري.

1-Introduction

In today's rapidly evolving global economy, higher educational organizations face significant challenges in preparing students for the job market. With the increasing demand for skilled and competent professionals, there is a growing need to bridge the gap between the knowledge and skills acquired through education and the requirements of the job market. This gap, often referred to as the employability gap, poses a major obstacle for both students seeking employment and higher educational organizations striving to meet the expectations of their stakeholders.

Creating a competitive advantage for higher educational organizations through closing the employability gap has become a critical issue in the field of education. The ability of educational institutions to equip students with the necessary skills, knowledge, and attributes to succeed in the workforce is crucial for their long-term success and relevance. This study aims to explore the strategies and approaches that educational organizations can adopt to effectively address the employability

gap and gain a competitive edge in the increasingly competitive educational landscape.

Closing the employability gap requires a comprehensive and collaborative effort from all stakeholders involved in the educational process. It demands close cooperation between educational institutions, employers, policymakers, and students themselves. Educational organizations must establish strong partnerships with the industry to gain insights into the current and future skill requirements. They need to adapt their curricula, teaching methodologies, and assessment practices to ensure they are aligned with industry needs (Ayodele, 2020).

One of the key strategies for closing the employability gap is experiential learning. By providing students with opportunities to apply their knowledge in real-world contexts, educational organizations can enhance their practical skills and bridge the gap between theory and practice. Internships, co-op programs, and industry General Qualitiess are effective mechanisms for fostering experiential learning and enhancing students' employability.

Furthermore, fostering an entrepreneurial mindset among students can significantly contribute to closing the employability gap. Encouraging innovation, creativity, and problem-solving skills can empower students to become self-starters and navigate the complexities of the job market. Higher educational organizations should incorporate entrepreneurship education into their curricula, offering courses and resources that enable students to develop an

entrepreneurial mindset and acquire the necessary skills to be successful in the modern workforce (Nabulsi, et al., 2021)

2- literature review:

Below are the definitions of the study variables, and the most important previous studies related to the issue of the effect of the Closing the Employability Gap on creating a competitive advantage and the relationship between them to identify the most important topics presented, define the objectives and the most important results, comment on these studies and clarify the extent of their use, as well as when identifying the research gap, they are divided into the following axes:

2.1- Independent Variable: Creating a Competitive Advantage.

Creating a competitive advantage is the deliberate process of positioning a business or organization uniquely in its industry or market to achieve superior performance (Distanont & Khongmalai, 2020). It involves pursuing ways to provide goods or services that are perceived as more valuable by customers than those offered by competitors, achieved through innovation, quality, efficiency, or any attribute that enhances the customer's experience, leading to a stronger market presence and increased customer loyalty (Sharabati, 2022). Furthermore, it entails the development of a sustainable edge over rivals, where an organization's unique resources, capabilities, or strategies enable it to consistently outperform competitors in terms of profitability,

market share, or customer satisfaction. This involves continually refining and adapting these advantages to stay ahead in a dynamic business environment (Okorie et al., 2023). Accordingly, creating a competitive advantage is a comprehensive and strategic process that involves analyzing and evaluating the advantage of an organization or company over its competitors in a particular market. This concept includes developing and exploiting unique advantages and strategic resources that distinguish the organization from its competitors and enable it to achieve better and sustainable performance in the market. This process encompasses studying the market, analyzing customer trends, and understanding their needs in depth, as well as developing innovative products or services that effectively meet those needs. Additionally, creating a competitive advantage involves developing advanced marketing and distribution strategies that enhance the organization's vision and enable it to reach a wide audience. The dimensions of this variable as defined by (Mainardes, et al., 2011) are as follows:

2.1.1. Curriculum Alignment: refer to the harmonization of learning objectives, assessments, and instructional materials with academic standards, institutional goals, and industry requirements to ensure a cohesive and relevant educational experience for students.

2.1.2. Graduate Career Path Tracking: refer to Monitoring and analyzing graduates' career trajectories to evaluate program effectiveness and enhance education based on employment outcomes.

2.1.3. Training and development: focus on systematic programs to enhance the skills and knowledge of faculty, staff, and students, aiming to improve educational quality and institutional effectiveness.

2.1.4. Technology and innovation: entail integrating advanced tools and creative approaches to enhance teaching, learning, and institutional processes, fostering a dynamic educational environment.

2.1.5. Career guidance: provides personalized support to help students make informed decisions about academic and professional paths, aligning with their skills and aspirations.

2.1.6. development of life skills: focuses on cultivating critical thinking, communication, and adaptability to prepare students for success in both personal and professional aspects.

2.2- Studies in Creating a Competitive Advantage:

Several studies contribute to understanding the multifaceted nature of creating a competitive advantage in the higher education sector. Hannan and Liu (2023) survey the landscape of artificial intelligence applications in higher education institutions (HEIs), highlighting

successful applications across various areas of college operation. Muhammad et al. (2021) explore the value creation potential of big data technology in HEIs, revealing its impact on decision-making processes, efficiency, and student outcomes. Wilkins (2020) examines market segmentation strategies in a competitive higher education hub, identifying distinct institutional clusters and competitive strategies within the United Arab Emirates (UAE) market. Miotto et al. (2019) investigate how reputation contributes to sustained competitive advantage in public universities, emphasizing its influence on performance and governance. Hamadamin and Atan (2019) explore the role of strategic human resource management (HRM) practices in achieving sustainable competitive advantages within academic institutions, highlighting the mediating effects of human capital development and employee commitment. Panda et al. (2019) conceptualizes university brand image and its impact on student satisfaction, exploring factors such as heritage, service quality, and trustworthiness. Lastly, de Haan (2015) critically examines the discourse surrounding competitive advantage in public higher education institutions, revealing diverse perceptions and meanings attributed to this concept among education practitioners. Mainardes et al. (2011) introduce a conceptual model for identifying competitive advantages (Curriculum Alignment, Graduate Career Path Tracking, Training and development, Technology and innovation, Career guidance, development of life skills) in HEIs, emphasizing the importance of robust connections between resources, territory, and

stakeholders for maintaining competitiveness. These studies collectively contribute to understanding the strategic mechanisms and factors influencing competitive advantage in the higher education sector.

2.3- Dependent Variable: Closing the Employability Gap.

Closing the Employability Gap refers to the active process of bridging the disparity between individuals' skills, knowledge, and attributes after completing their education and the evolving demands of employers in the job market (Nabulsi, et al., 2021). In modern contexts, the skills demanded by the job market are changing rapidly due to technological advancements and evolving industries. Closing the employability gap involves initiatives, programs, and education/training efforts aimed at equipping individuals with the skills and knowledge needed to meet the current and future demands of the job market. This concept is crucial for ensuring that individuals are prepared for employment opportunities and can contribute effectively to the workforce.

2.3.1. Knowledge and understanding: Knowledge refers to information acquired through learning, experience, or education. It involves facts, concepts, and principles that an individual comprehends and can apply in various contexts. Knowledge encompasses both theoretical understanding and practical skills, allowing individuals to solve problems, make decisions, and adapt to new situations (Fergusson, 2022).

2.3.2. General Qualities: within the higher educational context typically refer to broad, foundational attributes or characteristics that individuals develop during their academic pursuits. These qualities often transcend specific academic disciplines and are seen as essential for success in various professional and personal endeavors (Evans, et al., 2021).

2.3.3. General Skills: within the higher educational context typically refer to a set of transferable and broadly applicable competencies that students develop throughout their academic journey. These skills are not tied to a specific discipline or profession but are essential for success in various academic pursuits and professional settings (Nägele, & Stalder, 2017).

2.3.4. Specialized Skills: within the higher educational context refer to the specific competencies, abilities, or expertise that are tailored to a particular field of study or profession. These skills are often more focused and specialized than general skills and are developed through specialized coursework, practical training, or hands-on experience in a specific discipline or industry (Lozano, et al., 2012).

2.4- Studies in Closing the Employability Gap:

Several studies have addressed the Closing the Employability Gap variable, shedding light on various aspects of skills mismatches and strategies for improvement. Yong and Ling (2023)

conducted a study to explore perceptions of soft skills among employers and graduates, revealing disparities and aiming to bridge the skills gap in Sarawak. Awadhiya (2022) analyzed employer views to identify skill gaps and propose strategies for closer alignment between industry needs and academia. Tan et al. (2022) investigated how extracurricular activities enhance employability skills among accounting students, emphasizing experiential learning's role. Nabulsi et al. (2021) assessed business school graduates' readiness in Palestine, revealing significant skill gaps in soft skills and insufficient collaboration between employers and higher education providers. Bano and Shanmugam (2020) emphasized the importance of recognizing and addressing employability skills gaps, particularly in the Indian context. Bhatnagar (2020) reviewed MBA education in India, highlighting the importance of non-technical skills like communication and emotional intelligence. Ayodele (2020) examined skill demands in Nigeria's real estate industry, identifying gaps in negotiation and logical thinking. Kenayathulla (2019) assessed employability skills in Nigeria's real estate sector, while Abdol Latif and Bahroom (2014) evaluated Open University Malaysia graduates' skills (Knowledge and understanding, General Qualities, General Skills, Specialized Skills), highlighting strengths in general qualities and skills but areas for improvement in specialized skills and knowledge. These studies collectively contribute to understanding and addressing the employability gap in various contexts.

- Commentary on Previous Studies:

After reviewing the most important studies reached and related to the subject of the current study, and reviewing and analysing the results of those studies can draw some conclusions on the aspects of agreement and the difference between the current study and previous studies and get out of the research gap, as follows:

- **Compatibility With Previous Studies**:

Through a review of previous studies, they are like the current study in dealing with the issue of the creating a competitive advantage and Closing the Employability Gap in different organizations and business sectors. Most of the previous studies emphasized the importance of these issues in business organizations in general.

- **Benefits From Previous Studies**:

Previous studies have been used to present the theoretical framework. And build a search tool and configure the survey. Reference was made to the references and books that the previous studies focused on to save time and effort. The previous studies were also used in determining the themes of the study. In selecting the study method and statistical methods used in these studies, and how the data were analysed in these studies. It was also used to discuss the results of the study, to indicate the differences and differences with the previous studies.

- **Research Gap and Difference in The Current Study**:

A review of previous studies has shown diversity in the fields where research has been conducted, but there has been a noticeable lack of focus on the Higher Educational Organizations. Therefore, the research gap can be summarized as follows:

- A lack of research on creating competitive advantage within the Higher Educational Organizations.
- A deficiency in studying Closing the Employability Gap within the Higher Educational Organizations.
- An absence of research on creating competitive advantage and its impact on Closing the Employability Gap within the Higher Educational Organizations.

Consequently, the current study aims to address this research gap by examining the issue of creating a competitive advantage and its relationship to Closing the Employability Gap, specifically within the context of Higher Educational Organizations

3- Study Problem:

In the rapidly evolving global landscape, higher educational organizations face a significant challenge in bridging the employability gap for their graduates. The mismatch between the skills acquired through academic programs and the skills demanded by employers has become a pressing concern. This gap hinders graduates from effectively integrating into the workforce and limits their ability to contribute meaningfully to their respective fields. Consequently, it is imperative to

investigate the strategies and initiatives that higher educational organizations can employ to create a competitive advantage by closing the employability gap. Addressing this issue is essential not only for the individual success of graduates but also for the overall growth and sustainability of higher education institutions in the modern knowledge-based economy

4- Objectives of Study:

The study aims to achieve the following objectives:

- Determining the level of interest in Creating competitive advantage within Higher Educational Organizations.
- Assessing the strength of Closing the Employability Gap in Higher Educational Organizations.
- Revealing the impact of competitive advantage on Closing the Employability Gap in Higher Educational Organizations.
- Providing a set of recommendations and proposals to officials at Higher Educational Organizations based on the study's findings, which can be generalized and applied in practical scenarios.

5- Study Hypotheses:

The main hypothesis: "There is a statistically significant impact of creating a competitive advantage on Closing the Employability Gap in Higher Educational Organizations." Several sub-hypotheses arise from this main hypothesis:

- There is a statistically significant impact of Curriculum Alignmen on Closing the Employability Gap in Higher Educational Organizations.
- There is a statistically significant impact of Graduate Career Path Tracking on Closing the Employability Gap in Higher Educational Organizations.
- There is a statistically significant impact of Training and development on Closing the Employability Gap in Higher Educational Organizations.
- There is a statistically significant impact of Technology and innovation on Closing the Employability Gap in Higher Educational Organizations.
- There is a statistically significant impact of Career guidance on Closing the Employability Gap in Higher Educational Organizations.
- There is a statistically significant impact of development of life skills on Closing the Employability Gap in Higher Educational Organizations.

The elucidation of hypotheses within the model can be delineated as follows:

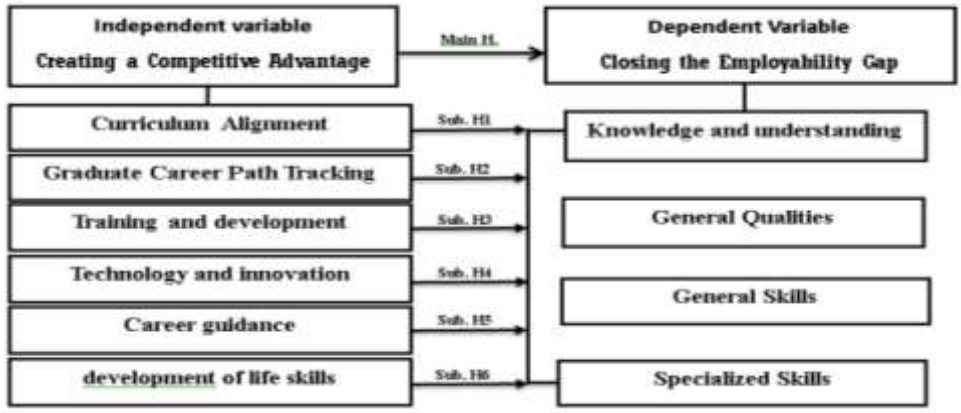

Figure No. (1): Model framework of the study.

6- Study Importance:

The importance of the current study is due to its scientific and practical additions as follows:

6.1- Scientific Importance:

The significance of this study is evident in its attempt to contribute to filling the research gap in studies and research related to the concept of Closing the Employability Gap, particularly concerning the factors of creating competitive advantage. The study also responds to the call made by numerous previous studies to conduct further research on these topics, given their significant importance in enriching the academic literature and scientific research centres, especially those focused on administrative studies. Moreover, this study can provide a

database to assist researchers and scholars in conducting more research in this field."

6.2- Practical Importance:

The scientific significance of this study is paramount as it addresses a critical issue in the field of higher education. By investigating and closing the employability gap, this research contributes valuable insights to the existing body of knowledge. Understanding the factors that bridge the divide between academic learning and practical workplace skills is essential for educators, policymakers, and stakeholders. The study not only sheds light on the challenges faced by higher educational organizations but also provides evidence-based solutions that can enhance the overall quality of education. Furthermore, by identifying effective strategies to prepare students for the demands of the job market, this research aids in the advancement of educational methodologies and curriculum development, ensuring that graduates are well-equipped to meet the evolving needs of the workforce. Ultimately, the scientific significance of this study lies in its potential to shape future educational practices and policies, fostering a more skilled and competitive workforce in the global arena

7- Study Design:

Depending on the nature of the subject of the study and the information that must be obtained to reveal the effect of Creating A Competitive Advantage (C.A)(as an independent variable) on

Closing the Employability Gap(C.E) (as dependent variable), and through the questions that the study seek to answer, this study relied on the descriptive analytical approach, which is "a way to describe and measure the phenomenon studied by collecting, classifying, and analyzing the problem.

A descriptive Study Design was used for the current study. The descriptive approach also means that type of research that is carried out by interrogating the study community members or a sample of them, with the aim of describing the phenomenon studied in terms of its nature and degree of existence. According to (Sekaran, & Bougie, 2010), descriptive Study Design is a non-experimental in that it deals with the relationships between non manipulated variables in a natural rather than laboratory setting. The conditions and events have already happened, and researcher can select the variables that are most relevant for analyzing the existing relationships.

In Descriptive design, hypothesis is also formulated and tested, and generalizations of findings are arrived a through inductive-deductive reasoning. Descriptive design also employs methods of randomization so that error may be estimated when inferring population characteristics from observations of samples and the variables and procedures are described (Cooper, & Schindler, 2013).

The researcher who used this research sought to investigate discrepancies and come up with recommendations that would improve overall performance and bridge the research gap in this area.

8- Study Procedures:

Two types of data were used to achieve this approach from the following sources:

8.1- Secondary Data:

It is the data obtained to build the theoretical framework of the study, where it was relied on to identify the theoretical background of the study, on the various references of books and articles and previous studies of Arab and foreign academic theses of the relevant master and doctorate and published research, which dealt with the topics of Creating a Competitive Advantage (C.A) and Closing the Employability Gap (C.E).

8.2- Preliminary Data:

This data was collected in the field through the survey list in the field study to test the validity of the assumptions on which the study was based. By obtaining this data from Graduates from the College of Business Administration and Engineering at Ain Shams University and the Arab Academy for Science

To attain and meet the research objective, the researcher adopted a deductive and quantitative approaches where information is gathered from respondent through a survey using questionnaires to ensure validity and reliability on research findings are relevant, researcher used an appropriate questionnaire, sampling technique and data analysis method which also covers the accuracy and the quality of the research.

9- Research Population and Sample:

- **Population:**

Since the purpose of this study is to explore the impact of creating a competitive advantage on Closing the Employability Gap in Higher Educational Organizations, the population for this study consists of the Graduates from the College of Business Administration and Engineering at Ain Shams University and the Arab Academy for Science, Technology and Maritime Transport, within the last 3 years (2021, 2022, 2023), And their number is 18,000.

- **Sample Design:**

Sampling framework is an exhaustive list of all sampling units, from which a sample can be selected. The sampling framework in the study was configured from Graduates of Higher Educational Organizations. A simple random sample of Graduates of Higher Educational Organizations was selected, the sample size was determined using ready-made sample size calculation tables available on the internet, resulting in a sample size of 376 individuals. The questionnaires were then distributed to students, and ultimately, 300 valid questionnaires were obtained for analysis.

10- Descriptive Statistics to Measure the Variables:

The researcher measured the availability of the study variables for Creating a Competitive Advantage (C.A) and for Closing the Employability Gap (C.E) from the point of view of the sample as follows:

10.1- Descriptive Statistics for Creating a Competitive Advantage (C.A).

Creating A Competitive Advantage (C.A) in its dimensions is the independent variable, and it has five basic dimensions and includes 20 questions. Availability of independent variable (C.A), point of view of the study sample was determined. The results were as follows:

- Overall statistics for C.A.

The extent of interest in the C.A has been determined in Graduates from the College of Business Administration and Engineering at Ain Shams University and the Arab Academy for Science, so that these dimensions from the viewpoint of the study sample are arranged. The results were as follows:

Table No. (1): Descriptive Statistics for the C.A Variable.

N	Dimensions	Mean	Percentage %	Std.	Rank
1-	**Curriculum Alignment**	4.32	86.45%	0.67	**1**
2-	**Graduate Career Path Tracking**	4.07	81.38%	0.83	**6**
3-	**Training and development**	4.13	82.60%	0.82	**4**
4-	**Technology and innovation**	4.23	84.57%	0.70	**2**
5-	**Career guidance**	4.11	82.22%	0.76	**5**
6-	**Development of Life Skills**	4.20	84.00%	0.62	**3**
	Total (C.A)	**4.18**	**83.54%**	**0.66**	

From the previous table (1), we find that the most available dimensions of C.A are respectively: The first (Curriculum Alignment Graduate) the Mean is (4.32) the rate is (86.45%), the second (Technology and innovation) the Mean is (4.23) the rate is (84.57%)., The third (**development of life skills**) the Mean is (4.20) and a rate of (84.00%), The fourth (Training and development) the Mean is (4.13) the rate is (82.60%), The fifth (**Career guidance**) the Mean is (4.11) the rate is (82.22%), The last (Career Path Tracking) the Mean is (4.07) the rate is (81.38%)Therefore, there is a high availability of C.A dimensions, and opinions tend to agree, with the overall average of the dimensions being (4.18), with an agreement rate (83.54%).

10.2- Descriptive Statistics for Closing the Employability Gap.

Closing the Employability Gap (C.E) in its dimensions is the independent variable, and it has six basic dimensions and includes 30 questions.

Availability of independent variable (C.E), point of view of the study sample was determined. The results were as follows:

- Overall statistics for C.E.

The extent of interest in the C.E has been determined in Graduates from the College of Business Administration and Engineering at Ain Shams University and the Arab Academy for Science, so that these dimensions from the viewpoint of the study sample are arranged. The results were as follows:

Table No. (2): Descriptive Statistics for the C.E Variable.

N	Dimensions	Mean	Percentage %	Std.	Rank
1-	**Knowledge and understanding.**	4.09	81.82%	0.69	3
2-	**General Qualities.**	4.18	83.54%	0.76	1
3-	**General Skills.**	4.08	81.63%	0.79	4
4-	**Specialized Skills.**	4.16	83.22%	0.73	2
	Total (C.E)	4.13	82.55%	0.71	

From the previous table (2), we find that the most available dimensions of C.E are respectively: The first (General Qualities) the Mean is (4.18) the rate is (83.54%), The second (Specialized Skills) the Mean is (4.16) and a rate of (83.22%), The third (Knowledge and understanding) the Mean is (4.09) the rate is (81.82%), The fourth (General Skills) the Mean is (4.08) the rate is (81.63%), Therefore, there is a high availability of C.E dimensions, and opinions tend to agree, with the overall average of the dimensions being (4.13), with an agreement rate (82.55%).

11- Test the Hypotheses of the Study:

The second section deals with testing the hypotheses through some statistical methods used to study the validity or incorrectness of the hypotheses. Structural equation modeling was used to study the effect of an independent variable on the dependent variable, while evaluating the model through a number of criteria for judging the quality of the model and relying on it,

which are explained as follows before testing. Hypotheses. In light of the above description of the study sample and its variables in the first section, the validity of the hypotheses was tested statistically, with the results of the statistical analysis presented and interpreted as follows:

Root means square residual (RMR) and standardized root mean square residual (SRMR): The RMR and the SRMR are the square root of the difference between the residuals of the sample covariance matrix and the hypothesized covariance model. The range of the RMR is calculated based upon the scales of each indicator, therefore, if a questionnaire contains items with varying levels (some items may range from 1 – 5 while others range from 1 – 7).

RMSEA: in the range of 0.05 to 0.10 was considered an indication of fair fit and values above 0.10 indicated poor fit. It was then thought that an RMSEA of between 0.08 to 0.10 provides a mediocre fit and below 0.08 shows a good fit.

11.1- The main hypothesis:

"There is a Statistically Significant effect of Creating a Competitive Advantage on Closing the Employability Gap in the Graduates from the College of Business Administration and Engineering at Ain Shams University and the Arab Academy for Science.

To verify the Closing the Employability Gap of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the Quality of the model shown in the following table.

Table No. (3): Measurement Model Assessment (Closing the Employability Gap)

Indicator	Value	Acceptance level
Normed Chi-Square	2.552	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.967	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.928	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.956	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.979	between (0,1) ≥ 0.95
RMSEA	0.044	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df =2.552, NFI=0.956& CFI = 0.979, and RMSEA = 0.044. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

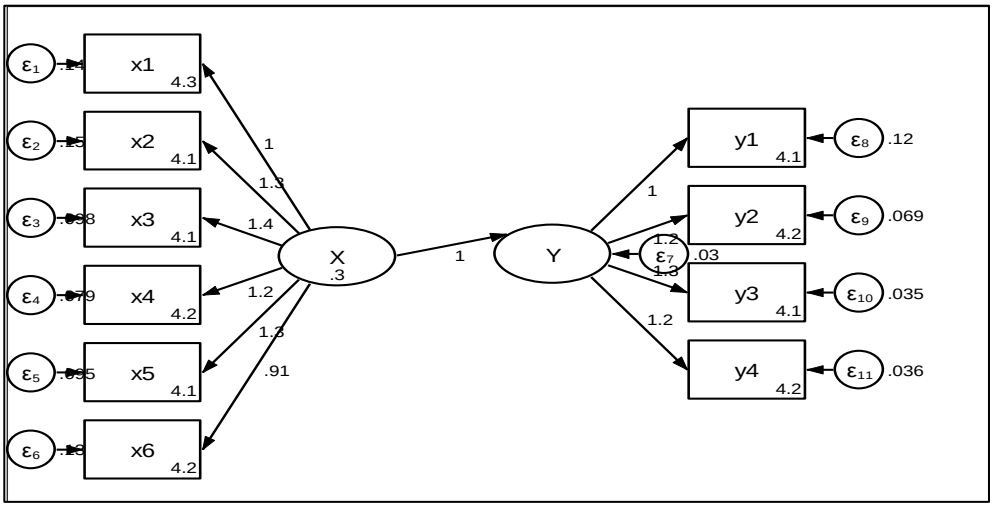

Figure No. (2): Structural model results (Closing the Employability Gap).

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (2) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Creating A Competitive Advantage is significantly predicting Closing the Employability Gap; hence, main hypothesis is accepted ($\beta = 1.034$, $p<0.001$)

Table No. (4): Structural path analysis result (Closing the Employability Gap)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Closing the Employability Gap	⇨⇨	Curriculum Alignment	-0.088	0.038	-2.349	0.892	0.019*
	⇨⇨	Graduate Career Path Tracking	0.339	0.035	9.614		0.000**
	⇨⇨	Training and development	-0.015	0.044	-0.331		0.741
	⇨⇨	Technology and innovation	0.105	0.049	2.133		0.034*
	⇨⇨	Career guidance	0.309	0.040	7.777		0.000**
	⇨⇨	development of life skills	0.342	0.042	8.241		0.000**

***p<.001, **p<.01*p<.05

The R^2 value indicates the amount of variance of dependent variables which is explained by the independent variable. Hence, a larger R^2 value increases the predictive ability of the structural model. It is crucial to ensure that the R^2 values should be high enough for the model to achieve a minimum level of explanatory power. table (4) shows the result of R^2 from the structural model

and indicates the R^2=0.892 values are high enough for the model to achieve an acceptable level of explanatory power.

11.2- The First hypothesis:

"There is a Statistically Significant impact of Curriculum Alignment on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (5): Measurement Model Assessment (H1)

Indicator	Value	Acceptance level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

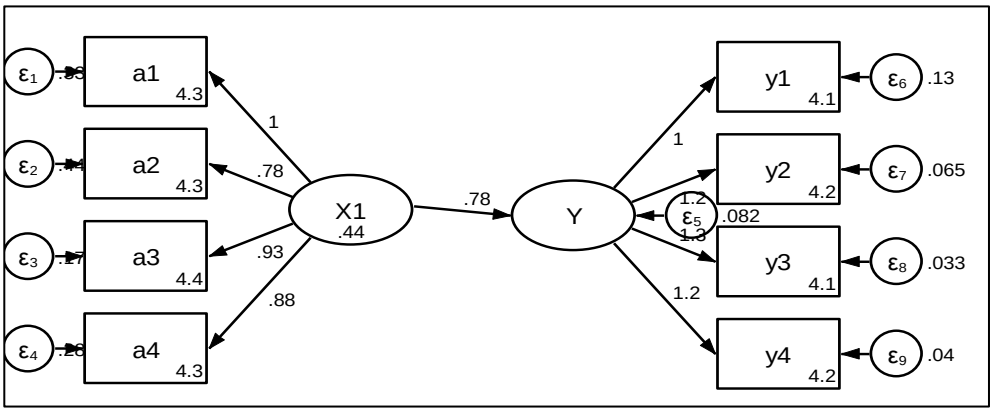

Figure No. (3): Structural model results (H1)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (3) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Curriculum Alignment is significantly predicting Closing the Employability Gap, hence, H1 is accepted ($\beta = 0.779$, $p<0.001$)

Table No. (6): Structural path analysis result (H1)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Curriculum Alignment	⇨⇨	**Knowledge and understanding.**	**-0.316**	**0.068**	**-4.650**	**0.606**	**0.000****
	⇨⇨	**General Qualities.**	**0.213**	**0.086**	**2.474**		**0.014***
	⇨⇨	**General Skills.**	**0.617**	**0.098**	**6.309**		**0.000****
	⇨⇨	**Specialized Skills.**	**0.082**	**0.105**	**0.785**		**0.433**

*****p<.001, **p<.01*p<.05**

table (6) shows the result of R^2 from the structural model and indicates the R^2=0.606 values are high enough for the model to achieve an acceptable level of explanatory power.

11.3- The Second hypothesis:

"There is a Statistically Significant impact of Graduate Career Path Tracking on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (7): Measurement Model Assessment (H2)

Indicator	Value	Acceptance level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

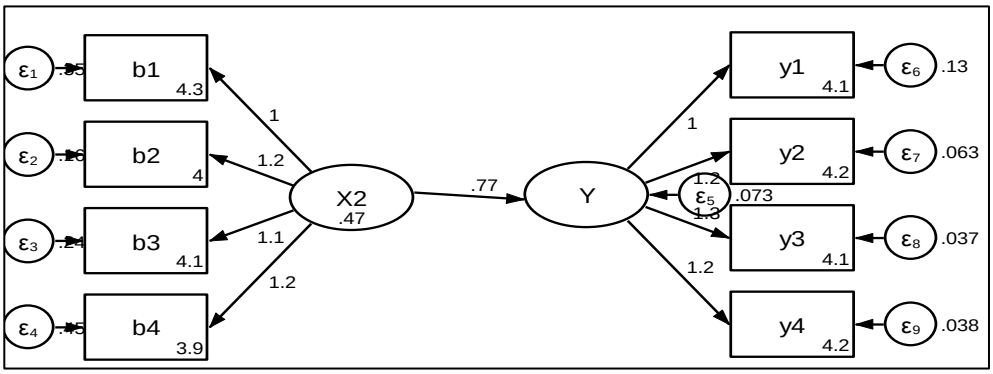

Figure No. (4): Structural model results (H2)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (4) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Graduate Career Path Tracking is significantly predicting Closing the Employability Gap, hence, H2 is accepted ($\beta = 0.769$, $p<0.001$)

Table No. (8): Structural path analysis result (H2)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Graduate Career Path Tracking	⇨⇨	Knowledge and understanding.	-0.134	0.068	-1.978	0.745	0.049*
	⇨⇨	General Qualities.	0.288	0.086	3.357		0.001**
	⇨⇨	General Skills.	0.537	0.097	5.517		0.000**
	⇨⇨	Specialized Skills.	0.236	0.105	2.253		0.025*

***p<.001, **p<.01*p<.05

table (8) shows the result of R^2 from the structural model and indicates the R^2=0.745 values are high enough for the model to achieve an acceptable level of explanatory power.

11.4- The Third hypothesis:

"There is a Statistically Significant impact of Training and development on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (9): Measurement Model Assessment (H3)

Indicator	Value	Acceptance level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

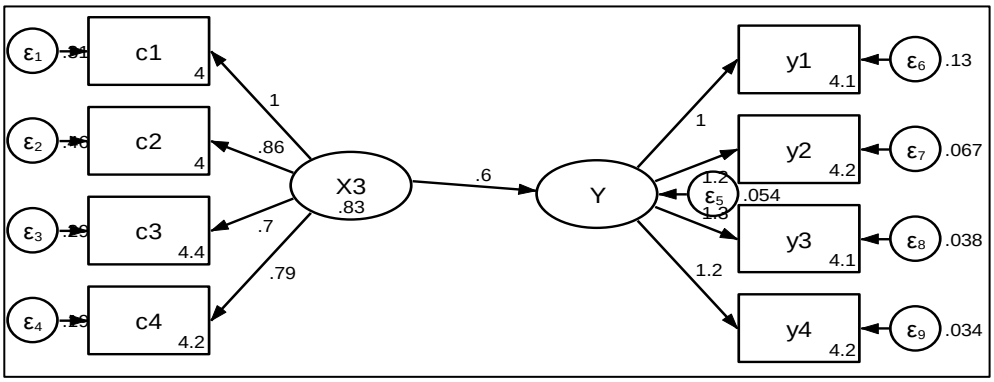

Figure No. (5): Structural model results (H3)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (5) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Training and development are significantly predicting Closing the Employability Gap, hence, H3 is accepted ($\beta = 0.601$, $p<0.001$).

Table No. (10): Structural path analysis result (H3)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Training and development	⇨⇨	Knowledge and understanding.	-0.119	0.069	-1.713	0.725	0.088
	⇨⇨	General Qualities.	0.021	0.088	0.238		0.812
	⇨⇨	General Skills.	0.455	0.100	4.571		0.000**
	⇨⇨	Specialized Skills.	0.552	0.107	5.164		0.000**

***p<.001, **p<.01*p<.05

table (10) shows the result of R^2 from the structural model and indicates the R^2=0.725 values are high enough for the model to achieve an acceptable level of explanatory power.

11.5- The Fourth hypothesis:

"There is a Statistically Significant impact of Technology and innovation on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (11): Measurement Model Assessment (H4)

Indicator	Value	Acceptance level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

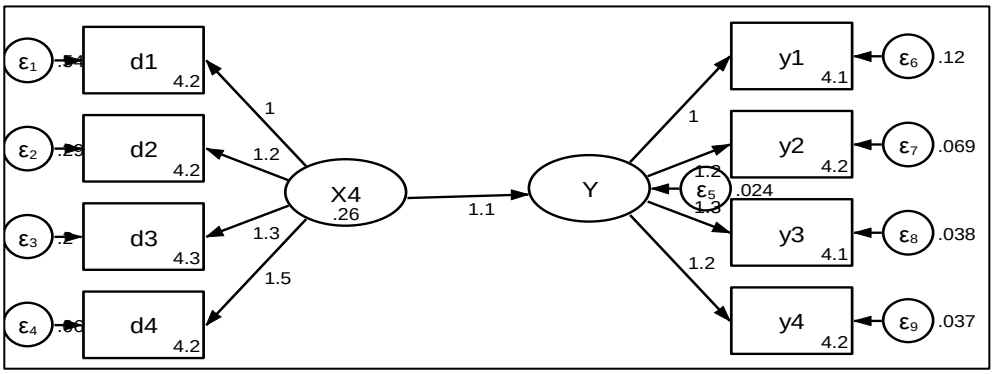

Figure No. (6): Structural model results (H4)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (6) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Technology and innovation are significantly predicting Closing the Employability Gap, hence, H4 is accepted ($\beta = 1.14$, $p<0.001$)

Table No. (12): Structural path analysis result (H4)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Technology and innovation	⇨⇨	Knowledge and understanding.	0.225	0.057	3.953	0.746	0.000**
	⇨⇨	General Qualities.	0.075	0.072	1.037		0.300
	⇨⇨	General Skills.	0.520	0.082	6.358		0.000**
	⇨⇨	Specialized Skills.	0.010	0.088	0.111		0.911

***p<.001, **p<.01*p<.05

table (12) shows the result of R^2 from the structural model and indicates the R^2=0.746 values are high enough for the model to achieve an acceptable level of explanatory power.

11.6- The Fifth hypothesis:

"There is a Statistically Significant impact of Career guidance on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (13): Measurement Model Assessment (H5)

Indicator	Value	Acceptance level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

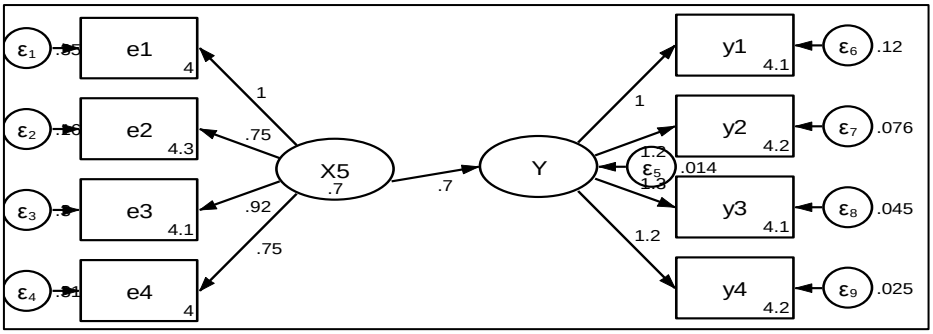

Figure No. (7): Structural model results (H5)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (7) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Career guidance is significantly predicting Closing the Employability Gap, hence, H5 is accepted ($\beta = 0.701$, $p<0.001$)

Table No. (14): Structural path analysis result (H5)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Career guidance	⇨⇨	Knowledge and understanding.	-0.068	0.048	-1.395	0.845	0.164
	⇨⇨	General Qualities.	-0.209	0.061	-3.403		0.001**
	⇨⇨	General Skills.	0.401	0.070	5.752		0.000**
	⇨⇨	Specialized Skills.	0.797	0.075	10.639		0.000**

***p<.001, **p<.01*p<.05

table (14) shows the result of R^2 from the structural model and indicates the R^2=0.845 values are high enough for the model to achieve an acceptable level of explanatory power.

11.7- The Sixth hypothesis:

"There is a Statistically Significant impact of Development of life skills on Closing the Employability Gap in Higher Educational Organizations".

To verify the quality of the model and determine the validity of the hypothesis, this was tested through a set of criteria for judging the quality of the model shown in the following table.

Table No. (15): Measurement Model Assessment (H6)

Indicator	Value	Acceptance Level
Normed Chi-Square	3.601	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.970	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.938	between (0,1) ≥ 0.90
Normed Fit Index (NFI)	0.969	between (0,1) ≥ 0.95
The Comparative Fit Index (CFI)	0.958	between (0,1) ≥ 0.95
RMSEA	0.040	between (0.01,0.08)

In this structural model, the values are recorded as X^2/df = 3.601, NFI=0.969& CFI = 0.958, and RMSEA = 0.040. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

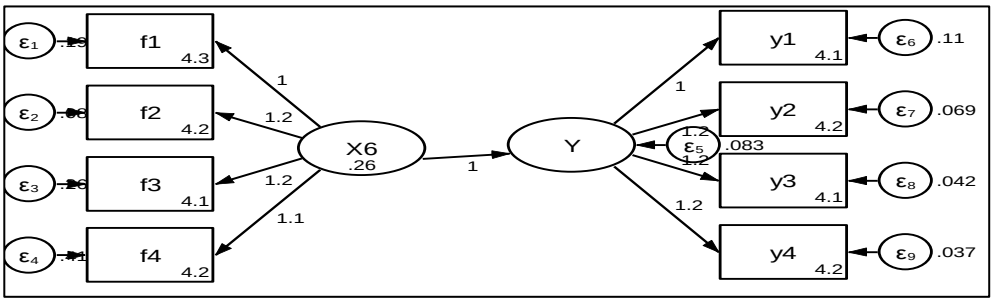

Figure No. (8): Structural model results (H6)

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (8) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Development of life skills is significantly predicting Closing the Employability Gap, hence, H6 is accepted ($\beta = 1.046$, $p<0.001$)

Table No. (16): Structural path analysis result (H6)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R^2	p-value
Development of life skills	⇨⇨	Knowledge and understanding.	0.693	0.048	14.330	0.768	0.000**
	⇨⇨	General Qualities.	-0.110	0.061	-1.796		0.073
	⇨⇨	General Skills.	0.194	0.070	2.791		0.006**
	⇨⇨	Specialized Skills.	0.002	0.075	0.023		0.982

***p<.001, **p<.01*p<.05

table (16) shows the result of R^2 from the structural model and indicates the R^2=0.768 values are high enough for the model to achieve an acceptable level of explanatory power.

12- Results and Conclusions Study.

The study reached several results that can contribute to solving the study problem, answering its questions, and testing its hypotheses. The researcher has categorized the results of the field study according to the variables set by the study in examining the impact of Creating a Competitive Advantage on Closing the Employability Gap, so that the benefit is clearer, especially when formulating appropriate and applicable recommendations for each variable, as follows:

12.1- Results related to Creating a Competitive Advantage:

The current study concluded that is a high availability of Creating a Competitive Advantage dimensions, and opinions tend to agree. It was found that the most available dimensions of Creating a Competitive Advantage are respectively: The first (Curriculum Alignment) the Mean is (4.32), the second (Technology and innovation) the Mean is (4.23), the third (development of life skills) the Mean is (4.20), the fourth (Training and development) the Mean is (4.13), the Fifth (Career guidance) the Mean is (4.11). the Sixth (Graduate Career Path Tracking) the Mean is (4.07). The availability ratio for each dimension of Creating a Competitive Advantage was as follows:

- **Curriculum Alignment:**

The study concluded that interest in **Curriculum Alignment** as one of **Creating a Competitive Advantage** Dimensions was a

high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The results showed that the courses of Graduates were structured to ensure a seamless transition from academic learning to practical application, and the curriculum is designed to meet the evolving demands of the job market.

- **Graduate Career Path Tracking:**

The study concluded that interest in **Graduate Career Path Tracking** as one of **Creating a Competitive Advantage** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. Moreover, the results highlighted that graduates exhibit strong critical thinking and analytical abilities, allowing them to assess situations and make well-informed decisions. The success stories of alumni serve as a testament to the effectiveness of career path tracking initiatives for graduates.

- **Training and development:**

The study concluded that interest in **Training and development** as one of **Creating a Competitive Advantage** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings revealed that training programs at the educational institutions under study empower students with practical skills for real-world challenges. Graduates

perceive that these educational institutions prioritize continuous development to meet the evolving needs of students.

- **Technology and innovation:**

The study concluded that interest in **Technology and innovation** as one of **Creating a Competitive Advantage** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The results indicated that graduates are aware of the technological advancements adopted by educational institutions for educational enhancement. The technological resources at the educational institutions under study not only meet but exceed the expectations of graduates.

- **Career guidance:**

The study concluded that interest in **Career guidance** as one of **Creating a Competitive Advantage** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings revealed that graduates are confident in their educational institutions' ability to collaborate effectively with government bodies and research agencies. The educational institutions under study actively engage with the local community and make positive contributions to society.

- **Development of Life Skills:**

The study concluded that interest in **Development of Life Skills** as one of **Creating a Competitive Advantage**

Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The results showed that Graduates recognize that the development of life skills enhances students' capacity to assume responsibility and make well-informed decisions. They also hold the belief that nurturing teamwork skills fosters effective classroom interaction and establishes the groundwork for successful learning.

12.2- Results related to Closing the Employability Gap:

The current study concluded that is a high availability of Closing the Employability Gap dimensions, and opinions tend to agree. It was found that the most available dimensions of Closing the Employability Gap are respectively: The first (General Qualities) the Mean is (4.18), the second (Specialized Skills) the Mean is (4.16), the third (Knowledge and understanding) the Mean is (4.09), the fourth (General Skills) the Mean is (4.08). The availability ratio for each dimension of Closing the Employability Gap was as follows:

- **Knowledge and understanding:**

The study concluded that interest in **Knowledge and understanding** as one of **Closing the Employability Gap** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings indicated that graduates adeptly navigate global market trends and cultural

nuances, fostering successful cross-border collaborations. They also demonstrate a strong understanding of complex job-related information, enabling informed decision-making and effective strategic planning. Moreover, graduates exhibit proficiency in essential computer applications, which enhances efficiency and productivity in their tasks.

- **General Qualities:**

The study concluded that interest in **General Qualities** as one of **Closing the Employability Gap** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings revealed that graduates exhibit a strong sense of responsibility for their actions and their outcomes, learning from both successes and failures. They adhere to strict professional ethics, ensuring honesty and integrity in all their interactions. Additionally, graduates foster creativity and innovation, continuously seeking new solutions and approaches to challenges.

- **General Skills:**

The study concluded that interest in **General Skills** as one of **Closing the Employability Gap** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings indicated that graduates demonstrate proficiency in verbal communication, effectively conveying ideas, and information. They exhibit strong problem-solving skills, efficiently analyzing

issues and devising practical solutions. Furthermore, graduates' written communication is clear and concise, ensuring effective transmission of messages.

- **Specialized Skills:**

The study concluded that interest in **Specialized Skills** as one of **Closing the Employability Gap** Dimensions was a high degree in Higher Educational Organizations, and that opinions tend towards agree on the expressions of this dimension. The findings revealed that graduates are proficient in managing organizational resources, optimizing efficiency, and maximizing productivity. They possess expertise in project management, overseeing projects from initiation to completion, ensuring timely delivery and quality outcomes. Additionally, graduates have experience in mentoring and coaching colleagues, fostering their professional growth and development.

12.3- Results related to impact Creating a Competitive Advantage on Closing the Employability Gap:

The study revealed the Creating a Competitive Advantage and it's dimensions of that significantly impact Closing the Employability Gap at Higher Educational Organizations. Among these dimensions, Graduate Career Path Tracking demonstrated the strongest impact ($B = 0.339$, $p < .001$**), followed closely by Development of Life Skills ($B = 0.342$, $p < .001$**), and Career Guidance ($B = 0.309$, $p < .001$**). Additionally, Technology and

Innovation showed a significant positive impact (B = 0.105, p < .05*). Conversely, Curriculum Alignment exhibited a slightly weaker but still significant negative impact (B = -0.088, p < .05*), indicating its role in addressing employability gaps. Notably, Training and Development did not display a statistically significant impact on Closing the Employability Gap. As for the effect of each dimension separately, it was as follows:

- **Impact of Curriculum Alignment on Closing the Employability Gap:**

The dimension of Curriculum Alignment significantly influences multiple dimensions of Closing the Employability Gap in Higher Educational Organizations. Firstly, Curriculum Alignment has a strong positive impact on General Skills ($\beta = 0.617$, $p < 0.001$), followed by General Qualities ($\beta = 0.213$, $p < 0.05$). However, it negatively affects Knowledge and Understanding ($\beta = -0.316$, $p < 0.001$). Notably, Curriculum Alignment does not have a statistically significant impact on Specialized Skills ($\beta = 0.082$, $p > 0.05$). Therefore, the ranked order of the dimensions influenced by Curriculum Alignment, based on the strength of impact, is as follows: 1) General Skills, 2) General Qualities, 3) Knowledge and Understanding, and 4) Specialized Skills.

- **Impact of Graduate Career Path Tracking on Closing the Employability Gap:**

The dimension of Graduate Career Path Tracking significantly impacts several dimensions of Closing the Employability Gap.

Specifically, Graduate Career Path Tracking positively influences General Skills ($\beta = 0.537$, $p < 0.001$), General Qualities ($\beta = 0.288$, $p < 0.01$), and Specialized Skills ($\beta = 0.236$, $p < 0.05$). However, it exhibits a negative but statistically significant impact on Knowledge and Understanding ($\beta = -0.134$, $p < 0.05$). Therefore, the dimensions affected by Graduate Career Path Tracking, ranked in order of strength of impact, are as follows: 1) General Skills, 2) General Qualities, 3) Specialized Skills, and 4) Knowledge and Understanding.

- **Impact of Training and development on Closing the Employability Gap:**

The dimension of Training and Development significantly impact several dimensions of Closing the Employability Gap. Specifically, Training and Development have a positive and statistically significant effect on General Skills ($\beta = 0.455$, $p < 0.001$) and Specialized Skills ($\beta = 0.552$, $p < 0.001$). However, it exhibits a non-significant impact on Knowledge and Understanding ($\beta = -0.119$, $p > 0.05$) and General Qualities ($\beta = 0.021$, $p > 0.05$). Therefore, the dimensions influenced by Training and Development, ranked in order of strength of impact, are as follows: 1) Specialized Skills, and 2) General Skills. Knowledge and Understanding and General Qualities were not significantly affected by Training and Development.

- **Impact of Technology and innovation on Closing the Employability Gap:**

The dimension of Technology and Innovation significantly influence several dimensions of Closing the Employability Gap. Specifically, Technology and Innovation have a statistically significant positive impact on Knowledge and Understanding ($\beta = 0.225$, $p < 0.001$) and General Skills ($\beta = 0.520$, $p < 0.001$). However, their impact on General Qualities ($\beta = 0.075$, $p > 0.05$) and Specialized Skills ($\beta = 0.010$, $p > 0.05$) is non-significant. Therefore, the dimensions affected by Technology and Innovation, ranked in order of strength of impact, are as follows: 1) General Skills, and 2) Knowledge and Understanding. General Qualities and Specialized Skills do not exhibit a significant impact from Technology and Innovation.

- **Impact of Career guidance on Closing the Employability Gap:**

The dimension of Career Guidance significantly influences various dimensions of Closing the Employability Gap. Career Guidance has a statistically significant negative impact on Knowledge and Understanding ($\beta = -0.068$, $p > 0.05$) and General Qualities ($\beta = -0.209$, $p < 0.01$). However, it demonstrates a significant positive impact on General Skills ($\beta = 0.401$, $p < 0.001$) and Specialized Skills ($\beta = 0.797$, $p < 0.001$). Therefore, the dimensions influenced by Career Guidance, ranked in order of strength of impact, are as follows: 1) Specialized Skills, 2) General Skills, 3) General Qualities, and 4) Knowledge and Understanding.

- **Impact of Development of Life Skills on Closing the Employability Gap:**

The dimension of development of life skills significantly influences the dimensions of Closing the Employability Gap according to the structural path analysis. Specifically, it has a statistically significant positive impact on Knowledge and Understanding ($\beta = 0.693$, $p < 0.001$) and General Skills ($\beta = 0.194$, $p < 0.01$). However, it shows a statistically non-significant impact on General Qualities ($\beta = -0.110$, $p > 0.05$) and Specialized Skills ($\beta = 0.002$, $p > 0.05$). Therefore, the dimensions affected by the development of life skills, ranked in order of strength of impact, are as follows: 1) Knowledge and Understanding, 2) General Skills, 3) Specialized Skills, and 4) General Qualities.

13- Study Recommendations:

From the findings point of views in the study. The researcher proposed the following action plan to Higher Educational Organizations:

13.1- Recommendations related to Creating a Competitive Advantage:

Table No. (17): The Proposed Action Plan of Creating a Competitive Advantage.

Study Result	Recommendation	Tasks	Responsibility
There was High availability of (Curriculum Alignment)	Implementing regular surveys or feedback mechanisms to continuously assess student satisfaction with courses variety and quality, allowing for timely adjustments and enhancements as needed.	- Develop an online survey platform to collect feedback from students regarding their satisfaction with the variety and quality of educational courses. - Establish a designated committee responsible for analyzing survey results and identifying areas for improvement based on student feedback. - Organize regular meetings between faculty members and academic administrators to discuss survey findings and implement necessary changes to enhance course offerings.	Academic Affairs Department or Curriculum Committee. Office of Institutional Effectiveness or Assessment Office. Student Affairs Department.
There was High interest of (Graduate Career Path Tracking)	Develop and implement a structured career services program that offers personalized career counseling, job placement assistance, and networking opportunities for students and alumni.	- Establish career counseling sessions with experienced professionals to provide personalized guidance to students. - Organize job fairs and networking events where students can interact with potential employers and industry experts. - Create an online platform for alumni to connect with current students, share career advice, and offer job opportunities.	Career Services Center or Career Development Office. Office of Strategic Partnerships or Industry Relations Department.
There was High interest of (Training and development)	Recognize and reward exemplary performance to motivate and retain high-quality faculty and staff members.	- Establish an employee recognition program to acknowledge outstanding performance, such as "Employee of the Month" awards or annual recognition ceremonies. - Implement performance-based incentives or bonuses for faculty and staff who consistently exceed expectations or achieve significant milestones. - Provide professional development opportunities and career advancement pathways to encourage continuous growth and retention of talented employees.	Human Resources Department. Finance Department or Budget Office.
There was High interest of (Technology and innovation)	Establish a dedicated innovation task force comprising faculty, staff, and students to	- Organize regular brainstorming sessions or workshops where members of the innovation task force can discuss and share ideas on	Office of the Provost or Vice President for Academic

Study Result	Recommendation	Tasks	Responsibility
	identify emerging trends and technologies in education and explore opportunities for their integration into teaching, research, and administrative practices.	potential innovations and their applications in various aspects of university operations. - Conduct research and market analysis to identify emerging trends and technologies relevant to higher education, providing the task force with valuable insights to guide their innovation efforts. - Collaborate with industry partners, startups, and research institutions to explore potential collaborations, pilot projects, or joint initiatives aimed at implementing innovative solutions within the university ecosystem.	Affairs. Office of Research and Sponsored Programs. Student Affairs Office.
There was High interest of (Career guidance)	Regularly engage with employers to understand their workforce needs, industry trends, and expectations from graduates, and incorporate this feedback into curriculum development, program enhancements, and career services.	- Conduct biannual surveys or focus group discussions with employers to gather feedback on the skills, knowledge, and competencies they seek in graduates, and use this information to revise and update curriculum content and learning outcomes. - Establish advisory boards or industry partnerships with key employers in various sectors to provide ongoing input and guidance on curriculum design, program development, and internship opportunities, ensuring alignment with industry needs. - Organize industry networking events, job fairs, or employer panels where students can interact directly with employers, learn about career opportunities, and receive feedback on their skills and readiness for the workforce.	Career Services Center or Office of Career Development. Office of Institutional Effectiveness or Assessment. Academic Departments or Curriculum Committees.
There was High interest of (Development of Life Skills)	Provide personalized support and resources such as writing workshops, tutoring services, and online tools to help students improve their reading comprehension, critical analysis, and written expression.	- Develop and implement a writing workshop series covering various aspects of academic writing, including thesis development, essay structure, citation styles, and proofreading techniques. - Establish a peer tutoring program where proficient students in reading and writing skills mentor their peers, offering one-on-one or small group sessions to provide personalized support and guidance. - Create an online repository of resources, including writing guides, grammar tutorials, sample essays, and interactive exercises, accessible to students anytime, anywhere, to	Writing Center or Writing Lab. Office of Experiential Learning or Internship Office. Academic Departments or Faculty Advisors.

Study Result	Recommendation	Tasks	Responsibility
		supplement their learning and practice outside of class.	

13.2- Recommendations related to Closing the Employability Gap:

Table No. (18): The Proposed Action Plan of Closing the Employability Gap.

Study Result	Recommendation	Tasks	Responsibility
There was High interest of (Knowledge and understanding)	Stay informed on emerging technologies, tools, and methodologies through online courses, industry conferences, and peer learning networks.	- Organize regular workshops or seminars led by industry experts to introduce students and faculty to emerging technologies and methodologies, providing hands-on training and practical insights. - Establish a digital learning platform or online resource center where students and faculty can access curated content, webinars, and tutorials on the latest technologies and tools relevant to their fields of study. - Encourage participation in industry conferences, seminars, and networking events by providing funding support or travel grants to students and faculty, facilitating exposure to cutting-edge developments and industry best practices.	Information Technology Department or Innovation Hub. Compliance Office or Legal Affairs Department.
There was High interest of (General Qualities)	Develop and adhere to a structured daily routine that includes designated time blocks for work, breaks, and personal activities to optimize productivity and maintain focus.	- Create personalized daily planners or schedules for faculty, staff, and students, outlining specific time blocks for work-related tasks, breaks, and personal activities, and distribute them widely across the institution. - Conduct training sessions or workshops on time management techniques and productivity strategies, providing practical tips and tools for effectively structuring daily routines and maximizing efficiency. - Establish accountability mechanisms such as regular check-ins or progress reports to track adherence to the structured daily routine, identify challenges or bottlenecks, and provide support or adjustments as needed to ensure continued productivity.	Human Resources Department. Employee Engagement Committee.
There was High interest of (General Skills)	Enhance presentation skills for graduates by investing time in practicing and refining delivery techniques, such as vocal variety, body language, and storytelling, to captivate and engage audience	- Offer workshops or seminars focused on presentation skills, covering topics such as vocal modulation, body language, slide design, and audience engagement strategies. - Provide opportunities for graduates to practice their presentation skills through mock presentations, role-playing exercises, or peer feedback sessions, allowing them to receive constructive criticism and refine their techniques.	Academic Affairs Department. Faculty Development Center.

Study Result	Recommendation	Tasks	Responsibility
	effectively.	- Encourage graduates to participate in public speaking events, competitions, or conferences where they can showcase their presentation skills in front of diverse audiences and receive valuable feedback from industry professionals.	
There was High interest of (Specialized Skills)	Provide workshops or seminars on effective goal setting and time management techniques for students.	- Organize regular workshops on effective goal setting and time management, covering topics such as prioritization, goal alignment, and productivity tools. - Invite guest speakers or experts in goal setting and time management to conduct specialized seminars or webinars, offering insights and practical tips for improving organizational skills. - Develop online resources or modules accessible to students, providing self-paced learning opportunities and practical exercises to enhance goal setting and time management abilities.	Student Affairs Department. Faculty Development Center.

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