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The Impact of Training Quality on Job Application Confidence: The Case of Students in the Faculty of Business Administration and Marketing, Hung Vuong University of Ho Chi Minh City

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ABSTRACT

This study examines the effects of training-quality dimensions that can be directly managed by the university on students' confidence in applying for jobs among Business Administration and Marketing students at Hung Vuong University of Ho Chi Minh City. Following a qualitative stage designed to standardize scale content and reduce conceptual overlap, the final model retained eight independent variables: a practice-oriented curriculum, activity-based teaching methods, academic feedback, lecturer-student relationship, facilities, learning resources and learning experience, soft skills, and technology skills. Internship opportunities were removed because they did not fully belong to the domain of program components that the faculty could comprehensively coordinate. The quantitative phase used a survey with 221 observations, assessed reliability using Cronbach's alpha, validated structure through exploratory factor analysis, and estimated effects using multiple linear regression. All scales achieved good reliability, with alpha values ranging from 0.785 to 0.926. Exploratory factor analysis extracted eight factors with eigenvalues greater than 1, explaining 71.798% of cumulative variance. The regression model showed that all eight training-quality dimensions had positive and statistically significant effects on job application confidence, with facilities as well as learning resources and learning experience showing the strongest effects. The model yielded $R = 0.799$, $R^2 = 0.638$, and adjusted $R^2 = 0.625$; the F-test was significant and statistical assumptions were satisfied. The findings reinforce the argument that pedagogical levers, learning resources, and infrastructure designed by the university are central drivers of students' job application confidence and provide empirical evidence for investment and improvement priorities at the faculty level.

Keywords: facilities; practice-oriented curriculum; technology skills; academic feedback; job application confidence.

1. INTRODUCTION

In the knowledge economy, graduate employability readiness should be viewed as a multidimensional construct comprising disciplinary knowledge, higher-order skills, and confidence in one's ability to perform under uncertain recruitment conditions. From a psychological perspective, self-efficacy theory argues that beliefs about

personal capability shape whether individuals initiate coping behavior, how much effort they invest, and how persistent they remain when facing obstacles or uncomfortable experiences (Bandura, 1977). From a learning-outcomes perspective, a large quantitative synthesis of undergraduate STEM courses shows that active learning improves examination performance and reduces failure rates when compared with traditional lecturing (Freeman et al., 2014). According to Hattie and Timperley's feedback model, effective feedback provides information that helps learners clarify goals, understand current progress, and identify the next step forward, thereby supporting strategy adjustment and self-regulation (Hattie & Timperley, 2007).

Modern employability perspectives also stress that students accumulate and mobilize multiple forms of capital, such as educational and skill capital, social capital, cultural capital, identity, and psychosocial resources, through both formal and informal experiences during the transition into the labor market (Tomlinson, 2017). Work-integrated learning arrangements, including work placements and internships, are often considered mechanisms that enhance job readiness, strengthen confidence in workplace capability, and help students articulate how their skills have developed through experience (Jackson, 2015). At the same time, van Laar et al. (2017) synthesized and proposed a framework of 21st-century digital skills that includes seven core capabilities, among them technical skills, information management, communication, and problem solving. At the individual level, Fugate et al. (2004) conceptualized employability as work-specific proactive adaptability consisting of career identity, personal adaptability, and social and human capital. However, evidence grounded in local contexts remains fragmented, making rigorous empirical inquiry necessary to identify relevant mechanisms and derive contextually appropriate recommendations.

2. THEORETICAL BACKGROUND

2.1 Review of Prior Studies

Scholarship on graduate employability has moved from simple skill inventories toward broader graduate capital models that emphasize the interdependence of personal resources and labor-market structures, including human capital, social capital, cultural capital, identity capital, and psychological capital. This approach clarifies how different forms of capital interact to shape graduates' career prospects and extends measurement beyond a purely supply-side skill perspective (Tomlinson, 2017). At the level of university pedagogy, large-scale quantitative evidence shows that active learning improves examination performance and lowers the risk of course failure when compared with traditional lecturing in undergraduate STEM courses (Freeman et al., 2014). In parallel, the digital-skills literature demonstrates that digital skills and 21st-century skills are related but not identical, with core components including technical skills, information management, communication, collaboration, critical thinking, creativity, and problem solving, all of which are foundational for occupational adaptation in a digital economy (van Laar et al., 2017). Within vocational psychology, employability is conceptualized as proactive adaptability rooted in career identity, adaptability, and social-human capital, and is expected to relate to job-search behavior and career outcomes (Fugate et al., 2004).

Studies in Vietnam point to several challenges in the transition from higher education to employment, particularly the need to strengthen university-business linkages in order to improve skill alignment and post-graduation job quality (Parajuli et al., 2020; Tran, 2023). Regarding the design and implementation of work-integrated learning in Vietnamese universities, existing evidence suggests that its effectiveness is constrained when university-enterprise collaboration is weak, when implementation resources are insufficient, and when breakdowns occur in design, delivery, and

assessment processes, thereby reducing the expected benefits of work-integrated learning (Nguyen, et al., 2022; Parajuli et al., 2020). Mixed-method studies on employability capabilities to be integrated into work-integrated learning in Vietnam recommend emphasizing general workplace requirements such as occupational safety and professional ethics, effective communication skills, and the ability to interact productively with clients, while also considering differences across discipline, academic year, gender, and prior experience when designing curricular content (Nguyen & Nguyen, 2022). More broadly, analyses of employability enhancement in Vietnam consistently emphasize the need for sustainable and mutually beneficial cooperation between universities and enterprises so that academic programs become more practice-oriented and more responsive to labor-market demand (Parajuli et al., 2020; Tran, 2016; Tran, 2023). Taken together, these findings converge on the need to strengthen the alignment among curriculum, pedagogy, learning resources, and competency assessment in order to enhance students' confidence in applying for jobs.

2.2 Research Gap

Although the graduate capital model and digital-skills framework provide a strong conceptual foundation, most international evidence has been developed in Western settings characterized by labor-market structures and quality-assurance systems that differ from those in Vietnam. In the Vietnamese context, extant studies have largely described the implementation of work-integrated learning, university-enterprise cooperation, and the list of competencies that should be embedded into programs, but they have rarely tested a comprehensive model that simultaneously examines how specific dimensions of training quality - curriculum relevance, teaching methods, academic feedback, lecturer-student relationship, facilities, learning resources and learning experience, soft skills, and technology skills - influence students' confidence in applying for jobs. A further gap concerns the limited evidence available at the faculty level, where decisions about pedagogy, learning resources, and infrastructure are actually made and can be directly improved. Accordingly, a context-sensitive empirical study is needed to quantify these relationships and provide actionable recommendations for Vietnamese higher education.

2.3 Underpinning Theories

The theoretical framework of this study integrates three major strands. First, self-efficacy theory argues that beliefs about one's capability to perform a task regulate goal choice, effort, persistence, and responses to failure. In the job-search context, self-efficacy is expected to shape preparation behavior, the quality of self-presentation, and adaptive responses during interviews, which together influence the probability of passing employer screening (Bandura, 1977). Second, the graduate capital model suggests that employability emerges from the interaction of multiple forms of capital, including human, social, cultural, identity, and psychological capital. This model offers a structural lens for linking training-quality components to the accumulation of personal resources and for explaining variation in career outcomes under different opportunity structures (Tomlinson, 2017). Third, evidence-based higher-education pedagogy highlights the value of active learning and high-quality feedback. Meta-analytic evidence shows that active learning improves academic performance and lowers failure rates, thereby strengthening higher-order skills and students' perceived competence, while timely and specific feedback helps students recalibrate learning strategies and transfer competencies into professional contexts (Freeman et al., 2014; Hattie & Timperley, 2007). Complementing these strands is the 21st-century digital-skills framework, which identifies technical skills, information management, communication, collaboration, creativity, critical thinking, and problem

solving as central capabilities needed to demonstrate competence in digital recruitment and digitalized work environments (van Laar et al., 2017). Together, these perspectives support a conceptual model in which training quality strengthens students' job application confidence.

2.4 Hypothesis Development

A practice-oriented curriculum is expected to increase students' confidence in applying for jobs because curricular designs that connect theory with practical tasks help students translate knowledge into occupationally relevant competence. Evidence suggests that programs linking classroom learning with authentic tasks, simulations, and project-based activities improve students' readiness for the labor market and increase confidence in handling professional situations (Malik et al., 2010; Tiwaken et al., 2015). In the Vietnamese context, work-integrated learning curricula and closer university-enterprise alignment have likewise been identified as important for improving graduates' readiness to meet employer expectations (Nguyen & Nguyen, 2022; Tran, 2023). Accordingly, H1 is proposed: A practice-oriented curriculum positively affects students' job application confidence.

Effective teaching methods involve creative instructional techniques, active interaction, and personalized support for students. Nicol and Macfarlane-Dick (2006) argue that teaching practices that promote active participation, self-evaluation, and self-regulation help learners achieve deeper understanding and stronger confidence. Within Vietnamese higher education, interactive and practice-oriented methods such as group work, presentations, and problem solving have likewise been emphasized as important for preparing students to handle complex labor-market demands (Nguyen & Do, 2022). Thus, H2 is proposed: Effective teaching methods positively affect students' job application confidence.

A positive lecturer-student relationship helps create a supportive learning environment in which students feel respected, encouraged, and guided throughout their studies. Such relationships not only facilitate learning but also strengthen students' confidence by providing timely guidance and emotional support (Adeleke & Onocha, 2017). Higher-education evidence likewise indicates that constructive student-faculty interaction supports motivation, perceived learning, and academic self-concept, thereby fostering greater confidence in future job applications (Komarraju et al., 2010; Wilson et al., 2010). Therefore, H3 is proposed: A positive lecturer-student relationship positively affects students' job application confidence.

High-quality facilities, including modern classrooms, laboratories, and practice spaces, create a more favorable learning environment and improve students' educational experience. Adequate physical and technological infrastructure supports practice, experimentation, and confidence building, especially when students must demonstrate competence to employers (Hanssen & Solvoll, 2015; Saif, 2014). Thus, H4 is proposed: Facilities positively affect students' job application confidence.

Learning resources and learning experience are also expected to matter because libraries, online materials, digital tools, and accessible academic support broaden students' opportunities for self-directed learning and practical application. Prior work indicates that rich learning resources and strong learning-management-system support can strengthen students' perceived usefulness, satisfaction, and learning, thereby making them more confident when they need to apply knowledge in real settings (Al-Fraihat et al., 2020; McGill & Klobas, 2009). Therefore, H5 is proposed: Learning resources and learning experience positively affect students' job application confidence.

Soft skills such as communication, teamwork, time management, and critical

thinking play a central role in employability because they shape how students perform in interviews and workplace interactions. Studies have highlighted soft skills as essential for helping students adapt to recruitment requirements and real-world work situations (Malik et al., 2010; Nguyen & Do, 2022). Accordingly, H6 is proposed: Soft skills positively affect students' job application confidence.

Technology skills are increasingly indispensable under conditions of digital transformation and Industry 4.0. Students who can confidently use digital tools to analyze, communicate, and solve problems are better able to meet contemporary recruitment expectations and tend to feel more confident when applying for jobs (Siddiq et al., 2017; van Laar et al., 2017). Therefore, H7 is proposed: Technology skills positively affect students' job application confidence.

Timely and constructive lecturer feedback helps students recognize their strengths and weaknesses, improve performance, and prepare more effectively for professional challenges. Feedback not only provides information but also motivates learners and enhances confidence when confronting employer expectations (Nicol & Macfarlane-Dick, 2006; Hattie & Timperley, 2007; Henderson et al., 2019). Thus, H8 is proposed: Timely and constructive lecturer feedback positively affects students' job application confidence.

2.5 Research Model

The proposed model conceptualizes training quality as a set of university-controllable antecedents of students' job application confidence. Drawing on self-efficacy theory, beliefs about capability are expected to shape effort, persistence, and strategic behavior in job-search and interview situations (Bandura, 1977). Evidence on active learning and feedback indicates that pedagogical design can strengthen higher-order competence and perceived capability, thereby reinforcing job application confidence (Freeman et al., 2014; Hattie & Timperley, 2007). The graduate capital perspective further suggests that practice-oriented curricula, supportive relationships, soft skills, and digital skills build the resources needed to navigate recruitment processes effectively (Tomlinson, 2017; van Laar et al., 2017). Accordingly, the final model assumes that eight training-quality dimensions positively shape students' confidence in applying for jobs.

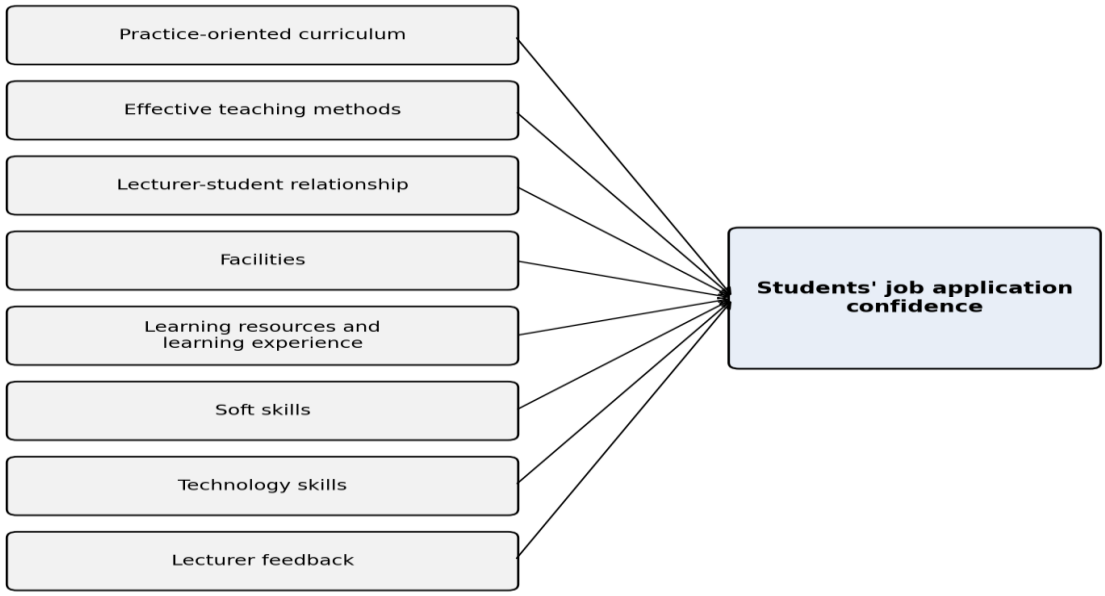

Figure 1. Proposed research model
Source: Proposed by the authors

2.6 Measures

The measures for curriculum quality and teaching were grounded in the Course Experience Questionnaire, particularly the dimensions of clear goals and standards, good teaching, appropriate workload, and generic skills. The study used a shortened and contextually adapted version suitable for university students, retaining a reflective multi-item structure (Ginns et al., 2007; Ramsden, 1991). Activity-based teaching methods were assessed through items capturing the extent of active participation in and beyond the classroom, with content validity anchored in the active-learning literature (Freeman et al., 2014). Lecturer feedback was measured with reference to the assessment experience literature, emphasizing timeliness, specificity, action orientation, and opportunities to use feedback in subsequent learning cycles (Gibbs & Simpson, 2004; Hattie & Timperley, 2007). Facilities and learning-support resources drew on HEdPERF and the tangibles dimension of SERVQUAL, adapted to higher education and captured through reflective items on learning spaces, equipment, and digital infrastructure (Abdullah, 2006; Parasuraman et al., 1988). Technology skills were informed by the multidimensional 21st-century digital-skills framework that includes technical skills, information management, communication, collaboration, critical thinking, creativity, and problem solving (van Laar et al., 2017). Finally, job application confidence was conceptually aligned with job-search self-efficacy and measured using reflective indicators appropriate for the student context (Saks & Ashforth, 1999).

3. MATERIALS & METHODS

This study adopted a mixed-method design moving from exploratory refinement to confirmatory quantitative testing. The qualitative phase relied on in-depth interviews with lecturers, outstanding students, and employers to refine the scale structure and contextualize questionnaire wording. The quantitative phase implemented a survey questionnaire and tested the hypotheses using descriptive statistics, Cronbach's alpha, exploratory factor analysis, and multiple linear regression. This design fits the study objective of identifying the key dimensions of training quality and estimating their influence on job application confidence among students of the Faculty of Business Administration and Marketing at Hung Vuong University of Ho Chi Minh City.

The target respondents were final-year students and alumni who had graduated within the previous two years and had already experienced job application processes. Stratified random sampling by respondent group was employed to improve representativeness, and the planned sample size was 300 observations. Data were collected through both face-to-face and online modes under a standardized administration protocol, and respondent anonymity was ensured.

Data processing and analysis were conducted in four steps. First, the dataset was cleaned and descriptive statistics were used to summarize demographic characteristics and variable distributions. Second, scale reliability was assessed using Cronbach's alpha and corrected item-total correlations. The acceptance criteria were alpha values of at least 0.70 and corrected item-total correlations of at least 0.30, while values above 0.95 were treated cautiously because they may indicate item redundancy (Cronbach, 1951; Nunnally & Bernstein, 1995). Decisions to retain or remove items were based on both statistical contribution and conceptual meaning.

Third, exploratory factor analysis was performed to verify latent structure and reduce data. Sample adequacy was evaluated using the Kaiser-Meyer-Olkin index with a minimum threshold of 0.60, and Bartlett's test of sphericity was required to be significant. Principal axis factoring is generally recommended when normality may be violated, whereas Promax rotation is preferable when factors are expected to correlate. Factor retention typically depends

on eigenvalues above 1, primary loadings of at least 0.50, cross-loading gaps of at least 0.20, and cumulative explained variance preferably above 50.00% (Bartlett, 1954; Fabrigar et al., 1999; Hair et al., 2019; Kaiser, 1974).

Fourth, a multiple linear regression model was estimated with job application confidence as the dependent variable and the training-quality dimensions emerging from exploratory factor analysis as the independent variables. Statistical assumptions were examined through diagnostics for linearity, residual independence using the Durbin-Watson statistic, homoscedasticity through residual plots and, where needed, the Breusch-Pagan test, and standardized residual checks for distributional patterns. Multicollinearity was assessed using tolerance values above 0.20 and variance inflation factors below 5.00, alongside the stability of coefficients across alternative model specifications. Results were reported using unstandardized coefficients, standardized beta coefficients, standard errors, p-values, 95.00% confidence intervals, and adjusted R^2 as an indicator of explanatory power (Cohen et al., 2003; O'Brien, 2007; Tabachnick & Fidell, 2019).

A planned sample of 300 observations met both the common exploratory factor analysis rule of at least five observations per item and Green's regression rule of $N > 50 + 8m$, while also improving estimation stability when communalities are acceptable (Green, 1991; MacCallum et al., 1999). The study complied with research ethics standards, relied on voluntary participation, and used the data solely for academic purposes. All analytical procedures were conducted in SPSS 20.

4. RESULT

The qualitative analysis confirmed eight dimensions of training quality that can be designed and controlled by the faculty. Interviews with experts, lecturers, and students consistently highlighted the roles of active teaching methods, academic feedback, lecturer-student relationship, facilities, learning resources, technology skills, soft skills, and a practice-oriented curriculum. Internship opportunity was excluded because it does not fully belong to the domain of training components that can be comprehensively coordinated within the curriculum.

4.1 Sample Description

The final sample consisted of 221 respondents with a reasonably balanced structure in terms of gender, academic status, and major. Female respondents accounted for 128 cases (58.0%), while male respondents accounted for 93 cases (42.0%). In terms of academic status, 137 respondents (62.0%) were third- or fourth-year students, whereas 84 respondents (38.0%) had graduated within the previous two years. By major, 122 respondents (55.0%) were from Business Administration and 99 respondents (45.0%) were from Marketing. The age distribution was concentrated between 19 and 23 years old: 89 respondents (40.0%) were aged 19-21, 97 respondents (44.0%) were aged 22-23, and 35 respondents (16.0%) were aged 24-25. Regarding the mode of data collection, 115 respondents (52.0%) completed the questionnaire online and 106 respondents (48.0%) completed it face to face. Labor-market exposure, measured by the number of prior applications, showed that 55 respondents (25.0%) had applied once, 119 respondents (54.0%) had applied two to three times, and 47 respondents (21.0%) had applied more than three times. Their most recent application outcome indicated that 79 respondents (36.0%) had obtained jobs in their field, 51 respondents (23.0%) had obtained jobs outside their field, and 91 respondents (41.0%) had not yet obtained employment. This sample structure provides sufficient variation for the subsequent statistical analyses

4.2 Reliability Assessment

Table 1. Reliability of the scales

Scale	Observed items	Cronbach's alpha	Lowest item-total correlation	Conclusion
Curriculum	4	0.850	0.652	Acceptable, good
Teaching methods	4	0.846	0.612	Acceptable, good
Lecturer-student relationship	4	0.837	0.619	Acceptable, good
Facilities	4	0.917	0.796	Very good
Learning resources and learning experience	4	0.886	0.728	Very good
Soft skills	4	0.926	0.794	Very good
Technology skills	4	0.785	0.585	Acceptable
Lecturer feedback	4	0.791	0.561	Acceptable
Job application confidence	4	0.843	0.657	Acceptable, good

Source: Data analysis results, 2025

The results indicate that all scales achieved the internal consistency required for subsequent analyses. Cronbach's alpha values ranged from 0.785 to 0.926, exceeding the common threshold of 0.70. Three scales showed especially high reliability: soft skills (0.926), facilities (0.917), and learning resources and learning experience (0.886), suggesting strong internal coherence within each construct. The remaining scales were also satisfactory, including curriculum (0.850), teaching methods (0.846), lecturer-student relationship (0.837), and job application confidence (0.843). The lowest values still met accepted standards, with technology skills at 0.785 and lecturer feedback at 0.791. Corrected item-total correlations were all above 0.50, with the lowest value equal to 0.561, indicating that no item made a weak contribution to its scale. Alpha-if-item-deleted checks did not suggest removing any item. Overall, the measurement instrument was stable and suitable for exploratory factor analysis and regression.

4.3 Exploratory Factor Analysis

Table 2. Exploratory factor analysis results

Component	Rotation sums of squared loadings	% of variance	Cumulative %
1	3.343	10.448	10.448
2	3.240	10.126	20.574
3	3.021	9.439	30.013
4	2.816	8.799	38.812
5	2.815	8.798	47.610
6	2.741	8.567	56.177
7	2.510	7.843	64.020
8	2.489	7.778	71.798

Source: Data analysis results, 2025

The Kaiser-Meyer-Olkin index reached 0.731, confirming acceptable sample adequacy, while Bartlett's test of sphericity produced a chi-square value of 3,801.046 with 496 degrees of freedom and a significance level of 0.000, thereby rejecting the null hypothesis of an identity correlation matrix. Exploratory factor analysis with principal component extraction and Varimax rotation identified eight factors with eigenvalues greater than 1, jointly explaining 71.798% of the cumulative variance. The first four factors contributed 10.448%, 10.126%, 9.439%, and 8.799% of the variance, whereas the remaining factors contributed between 7.778% and 8.798%, indicating a relatively balanced multidimensional structure. The rotated matrix showed that the observed variables loaded cleanly on their intended constructs, namely soft skills, facilities, learning resources and learning experience,

curriculum, teaching methods, lecturer-student relationship, lecturer feedback, and technology skills. Primary factor loadings were all above 0.75, no meaningful cross-loadings were observed, and communalities were mostly above 0.60. These results support both convergent and discriminant validity at an acceptable level and justify the use of factor scores in the regression model.

4.4 Regression Analysis

Table 3. Regression results

Independent variable	Beta	t	Sig.
Facilities	0.416	10.082	< .001
Learning resources and learning experience	0.377	9.128	< .001
Soft skills	0.296	7.166	< .001
Teaching methods	0.283	6.851	< .001
Lecturer-student relationship	0.210	5.083	< .001
Lecturer feedback	0.196	4.741	< .001
Technology skills	0.194	4.706	< .001
Curriculum	0.188	4.546	< .001

Source: Data analysis results, 2025

The simultaneous-entry multiple regression model demonstrated good overall fit. The correlation coefficient was R = 0.799, with R^2 = 0.638 and adjusted R^2 = 0.625, indicating that approximately 63.8% of the variance in students' job application confidence was explained by the eight training-quality dimensions. The F-test reached 46.797 with 8 and 212 degrees of freedom and a significance level below 0.001, confirming the statistical significance of the model. Diagnostic checks showed a Durbin-Watson statistic of 2.016, indicating no first-order autocorrelation in the residuals. Multicollinearity diagnostics yielded tolerance values of 1.000 and variance inflation factors of 1.000 for all predictors, which is consistent with the use of orthogonal factor scores. All standardized beta coefficients were positive and significant at p < .001. The strongest predictors were facilities (beta = 0.416) and learning resources and learning experience (beta = 0.377). The competency and pedagogy group - soft skills (beta = 0.296) and teaching methods (beta = 0.283) - also exerted substantial effects. Lecturer-student relationship, lecturer feedback, technology skills, and curriculum remained positive and statistically meaningful predictors of students' confidence in applying for jobs.

4.5 DISCUSSION

The findings confirm a configuration of eight independent variables representing the core, faculty-controllable dimensions of training quality that significantly influence job application confidence among Business Administration and Marketing students at Hung Vuong University of Ho Chi Minh City. The focus of the model is intentionally placed on levers that the university can directly design and manage. For that reason, the qualitative phase removed internship opportunity from the final model because it does not fully belong to the curriculum domain that can be comprehensively coordinated at the faculty level, even though practical field exposure remains valuable for professional growth. This decision reduced conceptual overlap, improved the clarity of factor extraction, and preserved practice-oriented curriculum as a controllable design feature embedded in courses and project-based assessment.

The empirical results align strongly with the international literature on active learning and constructive alignment. Large-scale meta-analytic studies show that active-learning classrooms improve performance and reduce failure rates relative to lecture-based instruction, thereby creating mastery experiences that can transfer into confidence in evaluative and recruitment settings (Freeman et al., 2014; Prince, 2004;

Theobald et al., 2020). Constructive alignment emphasizes coherence among intended learning outcomes, learning activities, and assessment, creating meaningful learning experiences that strengthen students' sense of capability (Biggs, 1996; Biggs & Tang, 2011). The lecturer-feedback variable also fits a substantial body of evidence showing that targeted, timely, and action-oriented feedback has powerful effects on both performance and perceived competence; when feedback is treated as a process through which students actively use information to improve, its confidence-building role becomes even more important (Boud & Molloy, 2013; Hattie & Timperley, 2007; Henderson et al., 2019).

Lecturer-student relationship emerged as a relational glue within a psychologically supportive learning environment. Prior research has shown that rapport with instructors predicts motivation, perceived learning, and academic achievement, all of which can indirectly bolster confidence in stressful evaluative contexts such as recruitment and interviewing (Komarraju et al., 2010; Lammers & Gillaspy, 2013; Lammers et al., 2017; Wilson et al., 2010). In addition, the strong effects of learning resources and digital infrastructure are consistent with information-systems success models and e-learning quality frameworks, where system quality, information quality, and service support are antecedents of satisfaction and continued use, and where task-technology fit affects learning outcomes through the alignment between tools and tasks (Al-Fraihat et al., 2020; DeLone & McLean, 2003; McGill & Klobas, 2009; Özkan & Köseler, 2009; Sun et al., 2008; Wang & Strong, 1996).

Treating technology skills as an independent predictor is also theoretically justified by digital-skills frameworks and internet-skills scales, which demonstrate both strong measurement properties and direct relationships with learning and performance outcomes, including technical operations, information evaluation, online communication and collaboration, and digital content creation (Siddiq et al., 2017; van Deursen et al., 2016; van Laar et al., 2017). Finally, the positive effects of practice-oriented curriculum and soft skills are in line with research on work-integrated learning and graduate employability, while also highlighting that durable gains in confidence depend not simply on the availability of external internships, but on how well curricula, pedagogy, and competency-development activities are intentionally designed and supervised within the university (Jackson, 2013, 2015; Jackson & Collings, 2018; Patrick et al., 2008).

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study confirms a model of eight independent variables representing the core training-quality dimensions that can be controlled at the faculty level. Students' job application confidence increases with stronger facilities, richer learning resources and learning experience, more active teaching methods, stronger soft skills, more supportive lecturer-student relationships, better academic feedback, stronger technology skills, and a more practice-oriented curriculum. The regression model explains approximately 63.8% of the variance in the dependent variable, the F-test is significant, and the main statistical assumptions are satisfied. These findings are consistent with international evidence on active learning, feedback, constructive alignment, e-learning system quality, and digital skills, thereby justifying the emphasis on pedagogical, resource-based, and infrastructural levers that universities can directly design, implement, and assess.

5.2 Recommendations

The faculty should prioritize redesigning courses according to constructive alignment, with measurable learning outcomes, problem-solving activities, and explicit assessment criteria. A process-based feedback mechanism should be

institutionalized in each course, with fixed timelines, transparent rubrics, and explicit requirements for students to use feedback in improving subsequent work. Digital learning resources should be developed according to data-quality principles of completeness, accuracy, currency, usability, and easy retrieval. The learning management system should be strengthened to ensure smooth collaboration, submission, and feedback processes. Minimum technology-skill standards should be formalized and embedded into compulsory assessment. Lecturer-student interaction should be reinforced through regular academic advising. Finally, program learning outcomes should more explicitly reflect soft skills and be tied more closely to practice-based tasks across courses.

5.3 Directions for Future Research

Future studies should extend the sample across multiple institutions in order to test measurement equivalence and evaluate generalizability across disciplines and educational contexts. Longitudinal designs could track changes in job application confidence alongside downstream outcomes such as application intensity, interview invitations, job offers, and probation performance. Educational experiments or quasi-experiments at the classroom level could provide stronger causal estimates for the effects of active teaching, feedback systems, and technology-skill training. The technology-skills scale should also be updated to incorporate data literacy and AI literacy in line with emerging competency frameworks. In addition, future research may examine the moderating role of individual characteristics and the mediating role of self-efficacy while combining qualitative methods to clarify student-level mechanisms in greater depth

Declaration by Authors

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