



TRIPLE HELIX COLLABORATION: BRIDGING THE GAP ON THE EMPLOYABILITY OF SENIOR HIGH SCHOOL GRADUATES

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Abstract: The employability of Beauty Care graduates faces diverse challenges impacting their job market readiness, necessitating effective measures for addressing these issues. This study aimed to bridge employability gaps among Senior High School (SHS) graduates in the Beauty Care industry through the adoption of the Triple Helix Collaboration. Qualitative and quantitative data analysis methods were employed using a mixed-method concurrent embedded approach. A purposive sampling technique was utilized, resulting in a total of 72 participants, including 60 SHS graduates and 12 Triple Helix representatives. Quantitative data were analyzed using mean and Pearson-r, while thematic analysis was applied to the qualitative data. The findings revealed that SHS graduates perceived a high level of competence among the Academe, Government, and Industry Partners in terms of knowledge, skills, and attitude. The study emphasized the positive relationship and collaborative efforts among these helices in developing employability skills, which have the potential to significantly enhance graduates' employability. Notable strengths identified in the Triple Helix Contribution included work immersion programs, employment support, knowledge and skills enhancement, collaborations and partnerships, and initiatives to improve wages and work conditions. However, limitations were noted, such as the limited engagement in quality assurance and remedial actions and the absence of monitoring and evaluation programs due to financial constraints. The study also highlighted influential factors in the Beauty Care industry, with Training and Development Factors identified as the most significant. Addressing these factors, including Employment Factors, Government Support, Curriculum and Design Programs, and Institutional Factors, holds significant importance in improving employability outcomes and aligning graduates with the evolving job market in the Beauty Care industry.

Keywords: Triple Helix, Collaboration, Employability, Gap, Competency

I. INTRODUCTION

The Senior High School (SHS) program in the Philippines was introduced under the Enhanced Basic Education Act of 2013 to address the absence of pre-baccalaureate education and provide students with four pathways: higher education, middle-level skills, employment, and entrepreneurship. However, data revealed that the Technical-Vocational-Livelihood (TVL) track, which offered specialized courses for practical skills and work experience, faced challenges in achieving its target employment rate for graduates. A survey showed that some companies were hesitant to hire SHS graduates, citing reasons such as job requirements for college graduates and perceived lack of qualifications and work experience.

Despite this, Secretary of Education Sara Duterte appealed to the business sector to reconsider their stance on hiring K-12 graduates, acknowledging the prevalent "diploma mentality" and the challenges faced by SHS graduates. On the other hand, businessman Joey Concepcion emphasized that private companies should hire graduates who met the necessary qualifications for the job. Additionally, George Barcelon of the Philippine Business of Education (PBED) recognized the issues related to the employability of SHS graduates and the importance of teaching crucial life skills early in basic education. He highlighted the potential of the Tech-Voc program in enhancing employability but noted its underutilization. Meanwhile, a Pulse Asia survey revealed dissatisfaction with the K-12 program, prompting the need for review. Senator Sherwin Gatchalian emphasized the unfulfilled promises of the program and the burden it placed on parents and students. To investigate the gaps in employability, a study focused on the Beauty Care strand in the salon industry, which contributed significantly to the economy. The study aimed to improve skills and training, address challenges, and explore innovative approaches to meet consumer preferences. The roles of the Academe, Government, and Industry Partners were assessed, with a focus on Triple Helix Collaboration



II. STATEMENT OF THE PROBLEM & LITERATURE REVIEW

This study aimed to identify the gaps in the employability of Senior High School (SHS) graduates in Beauty Care through the Academe, Government, and Industry Partners (Triple Helix) Collaboration. The study intended to explore the following research questions:

1. What is the perceived level of competency of the Triple Helix as assessed by the Senior High School graduates in terms of knowledge, skills, and attitude towards employability?
2. Is there a significant relationship among the competencies of Triple Helix as evaluated by Senior High School graduates?
3. How does the Triple Helix contribute to the employability of SHS graduates in the field of Beauty Care?
4. What are the perceived factors of the Triple Helix that influence the employability of SHS graduates in the field of Beauty Care?

Theoretical Framework

This study aimed to investigate the employability dynamics of high school graduates in the beauty care industry, utilizing an integrated framework that drew on three key theories: the Triple Helix theory, Human Capital theory, and Social Capital theory.

The core of this study's approach had lain in the Triple Helix Theory, introduced by Etzkowitz and Leydesdorff in 1995. It had highlighted the crucial role of collaboration among government, industry, and academia in addressing the employability gaps faced by high school graduates. The study had emphasized the need for educational institutions, beauty care industry stakeholders, and relevant government agencies to join forces, creating a powerful synergy to enhance the employability prospects of high school graduates in the beauty care industry.

The research had built upon the Human Capital Theory, initially proposed by Schultz in 1961, recognizing the transformative power of education and training. To meet the demands of the beauty care industry, the study had underscored the importance of equipping high school graduates with the necessary skills and knowledge for successful employment. This had included strategic investments in education and vocational training programs, essential pathways to improve their employability within the sector.

Furthermore, the study had drawn on insights from the Social Capital Theory, which had highlighted the value of social networks and relationships in shaping employability outcomes. In the beauty care industry, networking and social connections had played a vital role in providing access to job opportunities and facilitating career advancement [11]. The study had acknowledged the potential for social capital to act as a catalyst in propelling high school graduates towards rewarding career paths within this domain.

By integrating these three theories, the study provided a comprehensive framework to better comprehend and address the gap in the employability of high school graduates within the beauty care industry. This integrated approach allowed for a more holistic understanding of the factors that influenced employability, guiding policymakers, educational institutions, and industry stakeholders in designing targeted interventions to improve the career prospects of high school graduates pursuing careers in beauty care.

Conceptual Framework

The research paradigm of the study focused on two key variables: SHS graduates in the Beauty Care field and the Triple Helix collaboration involving Academe, Government, and Industry Partners. These variables were crucial in investigating and addressing the employability gap faced by SHS graduates in the beauty care industry. The perspectives and experiences of SHS graduates played a central role in assessing the effectiveness of the collaboration and its impact on their employability outcomes.

The study also emphasized the evaluation of the contributions and viewpoints of key stakeholders: Beauty Care Specialized Teachers from Academe, government policymakers, and Industry Partners. Academe provided knowledge and skills through academic programs and training, the government formulated policies, and Industry Partners offered industry-specific expertise and employment opportunities. By integrating these variables, the research aimed to comprehensively understand how SHS graduates evaluated the competencies of the Triple Helix collaboration

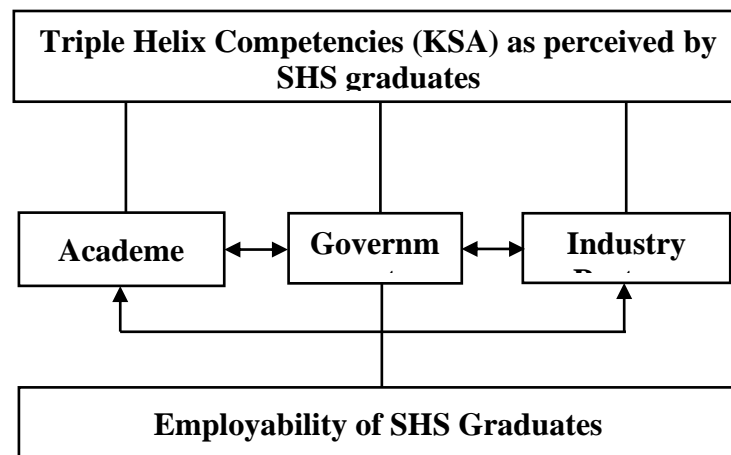


Figure 1. The research paradigm highlighted variable interconnections, enabling valuable recommendations for SHS graduates' employability.

Significance Of the Study

The significance of the study is multifaceted. Firstly, it aims to enhance the employability of SHS beauty care graduates by providing effective support mechanisms and ensuring their skills match industry requirements. Additionally, the research holds value in informing curriculum planning, enabling the development of practical and industry-specific competencies to prepare students for the workforce. Beauty Care teachers can benefit from valuable insights to align their lessons with the essential employable skills demanded by the beauty care industry, thus enhancing the relevance and effectiveness of their teaching methods. For school administrators, the study serves as a roadmap to improve technical vocational offerings, ensuring the provision of necessary tools, materials, and equipment, and establishing partnerships with industry stakeholders, thereby prioritizing the Beauty Care program.

Governments can leverage the research findings to inform policy decisions related to education, workforce development, and employment opportunities for senior high school graduates, promoting workforce diversity and contributing to economic growth. Industry partners can ensure a readily employable workforce that meets industry standards, leading to improved service quality and the overall success of the beauty and wellness business. Moreover, the study aims to demonstrate the benefits of SHS graduation to parents, equipping them with knowledge to make informed decisions regarding their children's education and career paths. Furthermore, the research serves as a reliable baseline for future studies on the employability of SHS graduates, guiding future researchers and contributing to the discourse on employability issues. Overall, the study's comprehensive approach aims to promote the growth and success of SHS graduates in the beauty care industry.

Scope And Limitations Of The Study

The scope of the study focused on using the Triple Helix Collaboration to bridge the employability gap among Beauty Care strand SHS graduates in Capiz province. It employed a mixed-method approach with 60 SHS graduates and 12 Triple Helix representatives as participants. The study had limitations, such as its specific focus on the Beauty Care strand in Capiz, potential biases in self-reported data, and the impact of changes beyond the study's timeframe. Nonetheless, it provided valuable insights into employability and the effectiveness of the Triple Helix Collaboration for similar contexts, informing future research in this area.

Review Of Related Literature

Triple Helix Concept and its Application

The study extensively reviewed related literature to establish a strong foundation and guided its research objectives on the employability of SHS graduates and bridging the education-employment gap. The Triple Helix concept, which emphasized collaboration among government, industry, and academia, was central to the study's approach. Notable



researchers like Etzkowitz, Leydesdorff, and others contributed to the understanding and application of the Triple Helix framework in driving economic growth and innovation.

The study explored various international and local initiatives that successfully applied the Triple Helix model to enhance employability. These initiatives involved partnerships between academic institutions, industry players, and government agencies. By aligning education with industry demands, involving the government in policy formulation, and collaborating with industry partners, the Triple Helix approach effectively addressed employability challenges.

Noteworthy studies, such as "Industry-University Collaboration: Bridging the Gap between Industry Needs and University Curricula" by Mariano and Garcia (2016), emphasized the importance of involving industry partners in curriculum development to enhance graduate employability. Another study by Ngo and Santos (2017) investigated the impact of government initiatives on promoting graduate employability in the Philippines, underscoring the significance of policy formulation and stakeholder collaboration.

International studies, such as those conducted by Ali and Abu Bakar (2018) in Malaysia, Widodo and Widyaningsih (2019) in Indonesia, and Oghenevwogaga et al. (2020) in South Africa, explored the Triple Helix approach's implementation in enhancing graduate employability. These studies examined the roles of academia, industry, and government in curriculum development, internships, and work-integrated learning activities, and their impact on graduates' skills and transition to the job market.

Furthermore, the study highlighted successful local initiatives in the Philippines, including the University of the Philippines Diliman's Technology Transfer and Business Development Office (TTBDO) and the Technological Institute of the Philippines' (TIP) Industry Partnership Program. These initiatives demonstrated effective collaboration between academia and industry in promoting technology transfer, commercialization of research, and curriculum development to meet industry needs.

Ultimately, the Triple Helix concept emerged as the most suitable technique for bridging the employability gap of SHS graduates in the country. The study showcased how this approach fostered collaboration and prepared graduates for successful careers by developing industry-relevant skills and knowledge. By leveraging the strengths of academia, industry, and government, the Triple Helix model created a cohesive ecosystem that enhanced graduate employability and supported economic growth.

Employability Of Senior High School Graduates

Several studies were conducted to examine the employability of Senior High School (SHS) graduates in the Philippines. These studies provided valuable insights into the factors that influenced the transition of SHS graduates into the labor market and the challenges they faced in finding suitable employment opportunities.

One notable discussion paper released in 2018 by the Philippine Institute for Development Studies (PIDS) highlighted that despite the SHS program's focus on employment and entrepreneurship, a significant majority of Grade 12 students expressed their intention to pursue higher education. The study also reported high enrollment and graduation rates among the initial cohort of SHS students.

Another PIDS discussion paper in 2019 provided insights into the progress of the SHS program two years after its launch, revealing positive outcomes, including surpassing enrollment expectations and a higher transition rate from Grade 10 to Grade 11 compared to previous educational transitions. It also highlighted instances of SHS graduates, particularly from the Technical-Vocational-Livelihood (TVL) track, securing employment after graduation.

In 2020, another PIDS discussion paper focused on the employability of SHS graduates and their labor market outcomes, emphasizing the importance of informing employers about the competencies possessed by SHS graduates and the need to clearly define their role in the labor market.

Various studies conducted in different regions of the Philippines also shed light on the employability of SHS graduates. For instance, a study in the Cagayan Valley region revealed that SHS graduates possessed a moderate level of employability skills, particularly in communication, teamwork, and problem-solving. However, a significant number of graduates encountered difficulties in securing employment or ended up in jobs unrelated to their field of study. In the Ilocos region, SHS graduates exhibited a high level of employability skills, with strengths in communication, problem-



solving, and adaptability. Despite possessing these skills, many graduates faced challenges in finding suitable employment or ended up in positions that did not align with their qualifications.

Similar trends were observed in the Cordillera Administrative Region, where SHS graduates demonstrated a moderate level of employability skills, particularly in communication, teamwork, and adaptability. However, similar to other regions, significant challenges were observed in terms of securing employment or obtaining field-related positions.

In the Bicol region, a study revealed that SHS graduates possessed a moderate level of employability skills, with higher scores in communication, critical thinking, and problem-solving. Nevertheless, a considerable number of graduates faced difficulties in securing employment or ended up in positions that did not match their qualifications.

In the Davao Region, SHS graduates exhibited a moderate level of employability skills, particularly in communication, critical thinking, and adaptability. However, a significant number of graduates faced challenges in securing employment or were employed in positions that did not align with their qualifications.

These studies collectively highlighted the need for a more comprehensive and collaborative approach to enhance the employability of SHS graduates. They underscored the importance of aligning SHS education with industry requirements, strengthening industry-academia partnerships, and providing better career guidance services.

By addressing the underlying factors contributing to the gaps in employability, such as the mismatch between acquired skills and job market demands, the lack of practical experience, and limited awareness of career pathways, the employability prospects of SHS graduates can be significantly improved. These efforts will enable SHS graduates to better meet the evolving demands of the job market and secure suitable employment opportunities, contributing to the overall economic development of the Philippines.

Factors Influencing Shs Graduates' Employability

Numerous studies have explored the factors influencing the employability of Senior High School (SHS) graduates, shedding light on key competencies, collaboration, and policy implications. Montes et al. (2017) studied the relationship between cognitive skills and employability in Spain, emphasizing critical thinking and problem-solving's importance for job performance. Zhou, Wang, and Zhang (2016) explored the impact of Triple Helix collaborations on student entrepreneurship, knowledge acquisition, and employability. UNESCO (2019) investigated skills needed in a changing world, highlighting the importance of adaptable skills for employability amid technological advancements and globalization.

Lyons et al. (2019) examined the role of personal values in graduate employability, emphasizing values' impact on job market success and the need to align with employer values. They also explored how values motivate skill development. Other studies examined factors specific to the Beauty Care field. Mohamad and Zain (2019) highlighted the importance of education, training, skills, and personal characteristics in determining employability. Ghani, Azmi, and Saruwono (2020) emphasized the significance of career decision-making skills, while Hocking and Warburton (2018) underscored the value of work-integrated learning programs.

The relevance of curriculum alignment and stakeholder engagement in enhancing SHS graduates' employability was emphasized by studies conducted by Smith, J. (2020) and Johnson, D. (2018). Santos et al. (2019) highlighted the importance of aligning educational programs with industry demands, while Cruz (2020) addressed misconceptions surrounding SHS education and the need for career guidance. Schiefele and Lueckmann (2019) studied government policies and programs, and Ibrahim and Salleh (2018) emphasized stakeholders' collaboration in Malaysia.

A comparative analysis by Ahmed, Noreen, and Arshad (2020) examined the impact of government intervention on employability and graduate job placement programs.

These studies collectively underscored the multifaceted nature of employability and the importance of collaboration between academia, industry, government, and graduates themselves in enhancing graduates' readiness for the job market. The insights from these studies provided valuable guidance for policymakers, educational institutions, employers, and students seeking to improve employability outcomes for SHS graduates.



III. METHODOLOGY

The concurrent embedded design, which was a mixed-method research design proposed by Tashakkori and Teddlie in 1998, was employed to address the research objectives and variables in this study. This design involved simultaneously collecting and analyzing qualitative and quantitative data, with one method embedded within the other.

The quantitative component focused on SHS graduates' perception of the competencies of Academe, Government, and Industry Partners (Triple Helix). The qualitative component involved Focus Group Discussions with representatives to explore the contributions of the Triple Helix concept to employability. The design allowed for the integration and triangulation of findings, resulting in well-substantiated conclusions regarding the factors influencing employability and the role of the Triple Helix in enhancing it.

Participants Of the Study

The research study involved a total of 72 participants. It included 60 SHS graduates from the Beauty Care strand who responded to the survey questionnaire, representing diverse individuals with firsthand experience in the field. Additionally, 12 representatives from the Triple Helix participated as discussants in the focus group discussion. The Triple Helix representatives included Beauty Care specialized teachers, government key offices, education committee chairmen, and industry partners. They provided valuable insights into the employability of SHS graduates and the support mechanisms in place. The study encompassed representatives from the Academe, Government, and Industry Partners, offering a comprehensive understanding of employability factors influencing Beauty Care graduates' employment.

Research Instrument

The research instrument for this study consisted of a questionnaire and an interview guide. The questionnaire had two parts: Participants' Profile and the assessment of the Triple Helix Concept. The Participants' Profile section collected demographic details of SHS Beauty Care graduates, while the second part evaluated competencies within the Triple Helix framework. It included three sections: Graduates' Assessment of Academe's, Government's, and Industry Partner's Competence, each with 15 items rated on a five-point Likert scale. The instrument aimed to assess the competence of the Triple Helix collaborators in contributing to the employability of SHS graduates in the Beauty Care strand. The interview guide was used in the Focus Group Discussion (FGD) with representatives from the Academe, Government, and Industry Partners. Each helix had specific questions tailored to their expertise. Before the study, the instruments underwent face and content validation by experts, and pilot testing with thirty SHS Beauty Care students demonstrated satisfactory reliability. Overall, the comprehensive instruments allowed for a thorough exploration of employability gaps and recommendations within the Triple Helix Concept framework.

Data Gathering Procedure

A formal letter was submitted to obtain permission and access data from schools offering the Beauty Care strand and registered salon/spa establishments in Capiz province. For survey respondents, a Google Form questionnaire was shared through specialized teachers and distributed in person with face-to-face respondents. Informed Consent Forms were incorporated, emphasizing voluntary participation. FGD participants from the Academe, Government, and Industry Partners were invited through letters of intent. The FGD took place at a specific location with 12 participants, and an interview guide facilitated the discussion. Thematic analysis was used to analyze the responses and derive meaningful insights from the participants' perspectives. Overall, the data-gathering process was comprehensive and successful in obtaining valuable information for the study.

Data Analysis Procedure

The data analysis procedure for the study involved mixed-method research, combining quantitative and qualitative analysis. Quantitative data from the survey questionnaire were analyzed using SPSS software, employing mean scores and Pearson correlation coefficient (Pearson R) to assess the competencies of the Triple Helix and their relationships. The qualitative data from the Focus Group Discussion (FGD) with representatives from Academe, Government, and Industry were analyzed using Braun and Clarke's thematic data analysis approach. The data were transcribed, initial codes were generated, and themes were identified and refined. Clear descriptions were provided for each theme. The final thematic analysis provided valuable insights into the contributions of Triple Helix in enhancing the employability of SHS graduates in the Beauty Care sector.

IV. RESULTS AND DISCUSSION

The study assessed the perceived competency of the Triple Helix (Academe, Government, and Industry Partners) by SHS graduates in terms of knowledge, skills, and attitude. It also determined the significant relationship of Triple Helix competencies, identified the contribution of Triple Helix to the employability of SHS graduates, and evaluated the perceived factors that influenced the employability of SHS graduates in the Beauty Care industry.

In terms of knowledge, the Academe demonstrated a high level of competency in explaining competencies and job opportunities but could improve in emphasizing the importance of work immersion. The Government showed a strong understanding of educational-industry alignment but needs improvement in developing a curriculum aligned with industry expectations. The Industry Partners displayed strong knowledge in supporting employability, and understanding the SHS curriculum, but could enhance their participation in curriculum planning.

In terms of skills, the Academe excelled in various skill areas, particularly operation and communication skills, with slight room for improvement in work ethic skills. The Government demonstrated high competency in teacher alignment and work immersion monitoring but could improve in providing learning materials and collaborating with industry partners. The Industry Partners showed notable competency in developing technical and workplace skills, with room for improvement in strengthening fundamental discipline.

In terms of attitude, the Academe, Government, and Industry Partners displayed generally positive attitudes toward SHS graduates in Beauty Care. The Academe emphasized honesty and interpersonal relationships, with room for improvement in familiarizing students with evolving salon/spa services. The Government valued SHS graduates' competence but could further consider them as part of the labor workforce. The Industry Partners recognized graduates' competence, offered job opportunities, but could enhance collaboration with teachers and policy implementers.

Overall, the Triple Helix showed strengths in various aspects, but there are specific areas for improvement, such as curriculum alignment, discipline reinforcement, and collaboration enhancement to further support the employability of SHS graduates in the salon and spa industry.

In terms of the significant relationship among the competencies of the Triple Helix. The study revealed strong correlations within the Triple Helix framework for the employability of SHS graduates in Beauty Care. Collaboration between the Academe and Government, Government and Industry, and Industry and Academe positively influenced graduates' employability. The findings highlighted the importance of working together to develop employability skills, align education with industry needs, and enhance graduates' readiness for the workforce.

In terms of Triple Helix contribution on the Employability of SHS graduates. The study showed that the Triple Helix, consisting of the Academe, Government, and Industry Partners, made significant contributions to improving the employability of SHS graduates in Beauty Care. They achieved this by enhancing students' knowledge and skills, providing labor market information, offering work exposure programs, aligning the curriculum with industry demands, and conducting competency assessments. Work immersion and employment support programs helped students gain practical training, industry connections, and employment opportunities. Collaborations with various agencies further enhanced employment prospects by formulating fair policies and ensuring equal opportunities. The model also emphasized fair wages, conducive work conditions, and financial assistance to support graduates during their transition. Quality assurance measures addressed curriculum mismatches and prepared students for the job market. Overall, Triple Helix played a vital role in enhancing the employability of SHS graduates through various initiatives.

In terms of perceived factors of the Triple Helix that influenced the employability of SHS graduates. The study identified several factors as perceived by Triple Helix that influenced the employability of SHS graduates in Beauty Care. The most influential factor was training and development, which encompassed various aspects like skills application, experience, work ethics, discipline, confidence, communication skills, and attitude refinement. Employment factors, including qualification consideration and professional hiring processes, also played a significant role. Government support, such as financial assistance and equal opportunities, was important for fostering employability. Curriculum design, program relevance, work immersion programs, and industry involvement contributed to graduates' employability. Institutional factors, such as policy frameworks and industry engagement, were also influential. Individual factors, although less impactful, included the number of job applications, pursuit of college degrees, personal circumstances, skills mismatch, competence, and age requirements. Addressing these factors is important for enhancing the overall employability of SHS graduates in the Beauty Care industry.

V. CONCLUSION AND RECOMMENDATION

Conclusions

Based on the findings of this study, several conclusions were drawn:

The Academe, Government, and Industry Partners exhibited varying levels of competency in supporting the employability of SHS Beauty Care graduates. Each sector had its strengths and areas for improvement, which had important implications for enhancing the employability of these graduates.

Regarding the knowledge, the Academe demonstrated a high level of competency in explaining competencies and discussing job opportunities but should focus on emphasizing the importance of work immersion programs. The Government showed a strong understanding of alignment and curriculum congruency but needs to work on developing an industry-aligned curriculum. The Industry Partners displayed knowledge in supporting employability but could enhance their participation in curriculum planning.

As for the Skills, the Academe excelled in equipping students with practical skills and enhancing their communication and analysis abilities, though some focus on refining work ethic skills would further enhance graduates' employability. The Government displayed highly skillful competency, particularly in ensuring teacher alignment and monitoring work immersion programs, which are crucial factors in preparing SHS graduates for the workforce. While they have excelled in certain areas, collaborating more closely with industry partners and providing sufficient learning materials could further strengthen graduates' employability. The Industry Partners exhibited notable competency in developing employability skills, particularly in technical and operational aspects through industry immersion. Their emphasis on client analysis and workplace discipline further enhances graduates' readiness for the beauty care industry. Strengthening fundamental discipline could be an area of improvement to ensure a well-rounded set of employability skills.

Concerning the Attitude, the Academe demonstrated a strong commitment to fostering positive attitudes, emphasizing values such as honesty and interpersonal relationships. However, there is a need for improvement in familiarizing students with rapidly changing salon/spa services to keep them updated with industry trends.

The Government displayed a positive attitude by valuing the competence of SHS graduates, actively assisting them in finding jobs, and acknowledging the importance of promoting graduates to potential employers. However, there is room for improvement in considering SHS graduates as an integral part of the labor workforce and instilling a greater belief in their employability. The Industry Partners exhibited a strong recognition of SHS graduates' competence and willingness to offer job opportunities. Their active involvement in work immersion programs and sharing of knowledge and skills further enhances graduates' employability. Nonetheless, there is potential for improvement in collaborating more closely with teachers and policy implementers to ensure a cohesive and effective approach to preparing graduates for the beauty care industry.

Pertaining to significant relationship among Triple Helix Competencies. There is a strong and positive correlation among the Triple Helix entities - the Academe, Government, and Industry Partners - regarding the employability of SHS Beauty Care graduates. This correlation emphasized the importance of collaboration in enhancing graduates' employability.

The partnership between the Academe and Government significantly influenced graduates' readiness for the job market, highlighting the need for ongoing collaboration. The collaboration between the Government and Industry stakeholders made a substantial contribution to employability, emphasizing the necessity of strong partnerships. The cooperation between Industry and Academe enhanced graduates' preparedness for the workforce, ensuring alignment between education and industry needs.

Joint initiatives such as curriculum development, internships, and industry involvement can create a seamless transition for graduates and enhance their employability. By working together, stakeholders can create a favorable environment for successful careers in the beauty care industry. The study highlighted the interdependence of the Triple Helix entities in shaping the employability of SHS graduates in Beauty Care. Through collaboration, stakeholders can collectively contribute to graduates' success in the industry.

With regards to the Employability contribution, the Triple Helix model significantly contributed to enhancing the employability of SHS graduates in Beauty Care through collaboration, knowledge enhancement, work immersion,



employment support, and financial assistance. Continued collaboration among the Academe, Government, and Industry Partners were crucial for aligning the curriculum, providing practical training, and facilitating employment connections.

The model required continuous improvement and adaptability to meet evolving industry demands. Government support and financial assistance played a vital role in easing the transition into the workforce. Creating an inclusive and supportive work environment improved employability. Stakeholders collaborated, adapted, provided financial support, and created inclusive work environments to enhance employability.

In relation to the perceived factors, the study identified key factors within the Triple Helix model that influenced the employability of SHS graduates in Beauty Care. These factors included training and development, employment considerations, government support, curriculum design, individual factors and institutional frameworks.

The implications of the findings are twofold: stakeholders should prioritize training and development to enhance graduates' employability, and collaboration is essential to address employment factors and ensure equal opportunities. Curriculum and program design should be continuously improved to align with industry demands. Efforts should also focus on individual factors that hinder employability. A comprehensive and collaborative approach is necessary to improve graduates' employment prospects in the Beauty Care industry.

RECOMMENDATIONS

Based on the conclusions drawn from the study's findings, the following recommendations were made:

To enhance the employability of SHS graduates in the Beauty Care industry, several recommendations were made. Firstly, it is crucial to strengthen work immersion and collaboration between Academe, Government, and Industry Partners. This involves emphasizing the importance of work immersion for practical experiences and industry exposure, as well as fostering stronger collaboration to align education with industry needs. Secondly, responsiveness to student preferences should be improved through regular feedback and student input in curriculum design and training programs. This ensures that educational offerings cater to the needs and aspirations of students. Additionally, industry partnerships need to be fostered to keep the curriculum up to date with industry requirements. Regular consultations, joint projects, and internships bridge the gap between academic learning and practical skills. Quality assurance and monitoring programs should be implemented by engaging all stakeholders to evaluate and enhance employability initiatives. Financial constraints that hinder sustainability can be addressed by seeking additional funding sources and advocating for increased investment in the Beauty Care industry. Continuous curriculum updates in collaboration with Academe and policymakers will ensure graduates possess the necessary skills for the rapidly evolving industry. Lastly, providing career guidance and counselling services is crucial for helping students make informed decisions about their educational and career paths. By implementing these recommendations, the employability of SHS graduates in the Beauty Care industry will be significantly enhanced, ensuring a successful transition into the workforce.

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