How Human Resource Management Courses Influence Students' Employability

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Abstract
The ability to incorporate industry-relevant curricula into higher education has gained increased importance, particularly in the field of Human Resource Management (HRM), where employers seek candidates who have not only theoretical knowledge, but also practical competencies. Lecture-centered pedagogies are far from ideal for preparing students with the knowledge, competencies, and employability required by complex workplaces, where competencies such as strategic workforce planning, conflict management, and data-driven decision-making are essential. This paper examines the factors that determine the role of HRM courses in upgrading student employability, focusing on three aspects: content alignment with industry, development of employability skills, and effectiveness in applying innovative teaching methods. The present study, through a quantitative survey involving HRM students and alumni, highlights the perceived value of practical learning tools such as case studies, internships, and technology-aided platforms. A total of 200 valid questionnaires were collected for this study. The prerequisite for completing the questionnaire was that the students had completed at least one human resource management-related course. The design of this questionnaire was based on a summary of relevant HRM and related literature, including employability and human resource management teaching method frameworks. The questionnaire was designed to assess students' perceptions of course practicality, skill development, and teaching methods. The findings suggest that HRM education successfully fosters foundational competencies; however, it is challenged to eliminate the schism between academic theories and application of such theories in practice. The criticism here is mostly directed to the imbalance of theoretical input and access inequality to learning opportunities, which reiterates the demand for reforms in curricula. The study closes with an assertion that, where higher impact of HRM can be achieved on career readiness, there is a need for a hybrid approach based on interactive teaching methodologies and soft skill training, together with industry partnership.
Keywords: Curriculum Practicality, Employability Skills, Industry Collaboration, Teaching Methodologies, HRM Education

Introduction

Human Resource Management (HRM) education helps many students prepare for entering society. However, the job market is becoming increasingly competitive and global, making employment harder to secure. From secondary schools and vocational high schools to colleges and universities, different levels of institutions are continuously reforming their curricula. So that when students first set foot in society, they have acquired a certain level of ability to meet the challenges of the modern workplace. For students who are about to graduate, tanking HRM courses can offer some foundational information in areas like organizational behavior and workforce planning; some courses also discuss labor relations and staffing. Nonetheless, the employment market becomes increasingly competitive, and these courses are often criticized for not preparing students for the market. Moreover, a study pointed out that the gap is present between the HRM education and industry expectations (Guest, 2017; CIPD, 2020). Most of the Human Resource (HR) programs of educational institutions have a wide theoretical coverage these days, which in turn are a limitation for students in transforming their academic knowledge into real-life working skills (Lawler, 2018). The gap between the school and workplace has raised concerns' attention to the possibility of HRM education enhance students' employability on the job market. The purpose of this study is to determine whether HRM courses contribute to employability. That includes studying "practicality", "employability skills", and their impact on employment, and another dimension would be the "teaching methodology" and its influence on job readiness. The first area of investigation relates to whether HRM courses are designed based on real business environments; they should also be assessed for the extent to which they impart knowledge about HR functions that can lead the student directly to the labor market. This segment would therefore evaluate how far the subject matter covers what is required of a candidate-provided the person is hired in the real context of work. Also, how far the course provides solutions to real problems but is tamed for use at work. The second area of research is to explore how HRM education develops basic abilities such as leadership, strategic thinking, interpersonal communication, and analytical decision-making - skills that are highly valued in the modern workplace (Collings, Wood, and Szamosi, 2018). This study aims to evaluate whether HRM courses help students acquire essential workplace skills and improve job readiness through various teaching methods such as flipped classrooms, case-based learning, and interdisciplinary collaboration. Employability includes not only technical skills but also soft skills and adaptability (Fugate et al., 2004). Despite the growing role of HRM education, research indicates graduates often struggle with applying HR practices like analytics and performance management in real settings (Briscoe et al., 2012; Brewster et al., 2016). This study uses an online questionnaire targeting HRM students and alumni to assess their perceptions of course practicality, skill development, and teaching effectiveness. Grounded in human capital theory (Becker, 1964) and Yorke's (2006) employability framework, the research hypothesizes that experiential learning improves student competitiveness. Limitations include reliance on self-reported data and a non-generalizable sample. Future research should explore longitudinal impacts and include qualitative methods for deeper insights. The present article has clearly laid out the background, significance, and research aim of the study towards young people's career advancement through the integration of HRM courses into their education. Through the curriculum feasibility assessment, the learning of career-related competencies, and the evaluation of multiple teaching methods, this research will seek to create the foundation for improving HRM training. The next chapter will pave the way by presenting an all-inclusive literature review

and synthesizing the current research related to HRM education, employability, and the expectations of the employers of the present workforce.

Literature Review
HRM Education and Career Development
HRM education is crucial as it equips students with the knowledge and skills needed in digitally - enabled, diverse, and flexible work environments, shaping their career paths. With organizations recognizing the strategic value of human capital, HRM graduates must contribute beyond administration to workforce planning, talent acquisition, and employee engagement strategies (Brewster, Chung, & Sparrow, 2016). Research indicates that HRM education improves students' career prospects by fostering both theoretical understanding and practical application of key HR functions, including organizational behavior, labor relations, and performance management (Briscoe, Schuler, & Tarique, 2012). However, the effectiveness of HRM education in preparing students for dynamic career paths largely depends on how well curricula align with industry expectations and the changing nature of work.

The growing emphasis on HRM as a strategic discipline rather than just an operational function is highlighted in a body of literature. For example, Jackson, Schuler, and Jiang (2014) argue that HRM education must reflect the expanding role of HR professionals in business strategy and workforce analytics. Similarly, Collings, Wood, and Szamosi (2018) stress the importance of incorporating global HRM perspectives into academic programs to better prepare graduates for multinational careers. The globalization of business demands HRM graduates develop competencies in cross-cultural management and international labor regulations, areas that traditional curricula may not adequately cover (Reiche, Harzing, & Tenzer, 2019). Traditional curricula often focus on domestic content, using local case studies and ignoring international regulations' complexities and cultural differences in global HRM. In response, HRM educators are increasingly using international case studies and experiential learning to enhance students' readiness for both domestic and global markets.

Despite progress—such as the increased use of experiential learning methods like internships and case-based teaching—concerns persist about the gap between academic training and the practical demands of HRM roles. While HRM programs provide a solid foundation in employment law, compensation, and workforce planning, studies suggest students often enter the workforce lacking essential soft skills like conflict resolution and negotiation (Ulrich, Younger, & Brockbank, 2020). Additionally, the growing use of HR technology, including AI in recruitment and employee data analytics, has created new skill requirements that HRM curricula have been slow to integrate (Marler & Boudreau, 2017). Consequently, HRM graduates may face employment or advancement challenges due to technical and strategic competency gaps. Addressing these issues requires ongoing collaboration between academic institutions and industry stakeholders to keep HRM education relevant amid rapid workplace changes.

Employability Skills in HRM
Research on employability skills development through the HRM education has been widely published on the subject, as HR professionals are recruited with academic backgrounds, which involve a combination of theoretical skills and soft skills. Employability is defined by

competence in relevance, adaptability, and career resilience, and involves securing work plus the ability to keep a job (Fugate & Kinicki, 2004). Research demonstrates that participation in HRM courses strengthens employability with core skills, such as leadership, problem-solving, and strategic decision-making, which are fundamental for a good career (Jackson, Schuler & Jiang, 2014). However, the degree of competency acquired ranges greatly from one school to another, as this is greatly influenced by the curriculum design, teaching methods, and practical opportunities.

The key issue of the HRM education is to make sure the students are not only familiar with theoretical material, but also develop practical skills relevant to the industry. Collings et al. (2018) highlight the point that in order for HRM graduates to come up with a solid evidence-based HR strategy, they must interpret the data correctly and draw the right conclusions. Similarly, Reiche, Hazing, and Tenzer (2019) say cross-cultural competence is increasingly important in HRM, especially in multinational settings. Despite these known skill demands, many HRM graduates lack confidence to apply their knowledge in real work settings due to limited hands-on learning during their studies (Marler & Boudreau, 2017). To fix this, schools are adding experiential learning parts like internships, industry projects, and simulations to HRM programs to better ready students for work (Ulrich, Younger, & Brockbank, 2020).

Another key factor affecting employability is HRM graduates' ability to adapt to technological changes in the field. As HR functions become more data-driven, professionals are expected to use HR analytics, AI, and digital HR platforms to improve workforce planning and talent management (Deloitte, 2022). Brewster, Chung, and Sparrow's (2016) research suggests students with strong digital literacy and data analysis skills have a job market edge, especially as HR technology evolves. But traditional HRM curricula often don't emphasize these skills enough, causing a mismatch between graduates' skills and what employers want (Briscoe, Schuler, & Tarique, 2012). Moving forward, HRM education must include more tech-focused training and interdisciplinary collaboration to ensure students develop a well-rounded skill set for today's HR roles.

Through filling these gaps and introducing the incorporation of practical skills into courses of HRM programs, higher education establishments would be able not only to raise the level of employability of their graduates but also to ensure their career success. More research is needed on the impact of different teaching methodologies, like competency-based and digital HR training, on these job market outcomes. Strengthening partnerships between academia and industry should make it possible to maintain a constant updating of HRM courses, which reflect the needs of the labor market. Appropriate skills are necessary in the long term for career advancement.

Innovative Teaching in HRM
In recent years, creative pedagogies have attracted more interest in the field of HRM education, as classical lecture-based methodologies have been considered subpar for preparing students for challenges in the workplace that are dynamic. As a rule, traditional HRM courses tend to place more emphasis on theoretical concepts, whereas students have very few chances to practice problem-solving, critical thinking, and practical decision-making skills (Jackson, Schuler, & Jiang, 2014). For this reason, flipped classrooms, case-based learning, and interdisciplinary collaboration came to light, endorsed by many educators and

researchers in an effort to improve student readiness and participation (Ulrich, Younger, & Brockbank, 2020). They want to change the situation so that young HRM graduates have a wider scope of knowledge and skills that they can apply in their organizations' management. Technology tries to provide summaries in presentations using presentational graphics, and that is why one of the most innovative pedagogies in human resource management (HRM) education adopted by many instructors nowadays is a flipped classroom model. This model gives the students time to read the lecture materials before class and leverage the class to discuss, problem-solve, and apply the learning in practical exercises. Research supports that flipped learning settings can improve student engagement and understanding by requiring active involvement and collective learning (Gilboy, Heinerichs & Pazzaglia, 2015). Movements from the traditional lecture to flipped classrooms in HRM courses have been found to increase the students' opportunities of applying HR concepts to real-life situations which cover a range of issues from performance management to employee relations (Brewster, Chung, & Sparrow, 2016). Additionally, according to research, students exposed to flipped classrooms in HRM curricular programs develop the following skills: retention of human resource strategies; and enhanced analytical thinking for decision-making when work simulations are concerned (Reiche, Harzing, & Tenzer, 2019).

Case method technique of learning is yet another most advanced HRM pedagogy, which is focused on the investigators of real or theoretical business problems to develop the ability of analytical thinking and decision-making. In the course of case studies, learners have the opportunity to test HR theories under realistic conditions, and in this case, they ascertain organizational issues, offer HR strategic solutions, and evaluate the efficiency of implementing various HR operations (Collings, Wood, & Szamosi, 2018). This approach has received broad support from educators and industry practitioners, and it also provides pupils with the proficiency of thinking strategically and adapting to different situations that the working environment throws at them. The study on students taught by the case-method combines theory with practice and shows that the students cultivate strong problem-solving skills and demonstrate tremendous self-confidence in overcoming HR-related issues at a workplace.

Interdisciplinary project-based teaching is yet another evolving teaching method, and it has also been introduced in HRM curricula to convey the importance of interconnection among today's business processes. Engaging projects that intertwine HRM with data analytics, psychology, and strategy have been found out to improve students' skill to deal with multifaceted workforce problems (Deloitte, 2022). To illustrate, the courses under HRM that cover HR analytics equip students with data-driven insights to be used in recruitment and workforce planning, skills which are of great value in the field of HR management that requires analytical creativity (Brewster, Chung, & Sparrow, 2016). By exposing students to interdisciplinary learning environments, HRM programs can better equip graduates with a holistic understanding of business operations and prepare them for leadership roles that require cross-functional expertise.

Despite the advantages of innovative teaching methods, challenges remain in their widespread adoption. Some educators and institutions may face resource constraints or resistance to change when shifting away from traditional lecture-based formats. Additionally, while interactive learning methods have proven effective in enhancing student engagement,

they require careful implementation to ensure that students develop not only practical skills but also a strong theoretical foundation. Future research should explore the long-term effects of innovative teaching approaches on HRM graduates' career success and job performance. Moreover, universities should consider developing faculty training programs to equip educators with the necessary skills to effectively implement new teaching methodologies in HRM education.

Industry Expectations vs. HRM Graduates
One of the primary concerns surrounding HRM education is whether graduates are adequately prepared to meet industry expectations. Employers increasingly demand that HRM professionals possess not only foundational HR knowledge but also analytical capabilities, leadership skills, and the ability to apply HR strategies to organizational challenges (Collings, Wood, & Szamosi, 2018). However, research suggests that there is often a misalignment between HRM curricula and the competencies required in modern workplaces, leading to skill gaps that hinder graduates' employment prospects (Reiche, Harzing, & Tenzer, 2019). While academic programs focus on HR theories and principles, industry leaders emphasize the need for graduates to demonstrate problem-solving abilities, adaptability, and strategic thinking (Brewster, Chung, & Sparrow, 2016). This discrepancy raises concerns about the extent to which HRM education effectively prepares students for real-world HR roles.

One of the key gaps identified in HRM graduates is the lack of proficiency in HR analytics and data-driven decision-making. With the increasing reliance on workforce analytics, artificial intelligence, and predictive HR technologies, organizations expect HR professionals to interpret and leverage data for talent management, performance evaluation, and strategic workforce planning (Marler & Boudreau, 2017). However, many HRM programs still prioritize traditional HR functions over quantitative analysis, leaving graduates underprepared for data-centric roles. A study by Deloitte (2022) found that while 71% of HR leaders consider HR analytics a critical competency, only 40% of HRM graduates report having received sufficient training in data interpretation and workforce analytics. This disconnect suggests an urgent need for academic institutions to incorporate HR technology and analytics courses into HRM curricula to better align with industry expectations.

Another challenge faced by HRM graduates is the application of soft skills in organizational settings. While universities emphasize communication, teamwork, and leadership development, employers often report that new HRM professionals struggle with conflict resolution, negotiation, and managing complex employee relations (Ulrich, Younger, & Brockbank, 2020). Research by Jackson, Schuler, and Jiang (2014) suggests that HRM graduates who lack exposure to real-world HR challenges may find it difficult to translate theoretical knowledge into practical HR interventions. Industry professionals argue that experiential learning opportunities, such as internships and industry projects, can significantly enhance students' ability to apply HR concepts in real-world scenarios. According to Briscoe, Schuler, and Tarique (2012), students who complete HR internships or participate in industry collaborations exhibit stronger problem-solving skills and greater confidence when entering the workforce.

Furthermore, employers highlight the importance of strategic HR competencies in modern HR roles. As organizations increasingly integrate HRM into broader business strategy, HR professionals are expected to contribute to talent retention, workforce planning, and organizational change management (Collings, Wood, & Szamosi, 2018). However, many HRM graduates lack exposure to strategic HR decision-making processes, as traditional curricula often focus on compliance, policies, and administrative HR tasks. A survey conducted by the Chartered Institute of Personnel and Development (CIPD, 2020) found that while 80% of HR leaders believe strategic HR planning is essential, only 50% of HRM graduates felt confident in executing such tasks. This suggests that HRM education must place greater emphasis on integrating HR strategy with business objectives to ensure that graduates are prepared for leadership roles.

To fill these gaps, universities need to be motivated to collaborate with industry stakeholders and revise HRM course content to abstractly understand the changing business environment. Providing them with case studies, live projects, guest lectures by HR practitioners will go a long way in helping students develop pragmatic problem-solving and strategic thinking skills. The growing avenues of internships and mentorships in organizations will expose HRM students to the industry, thereby improving their ability to gain practical experience and thus improve their professional competence before entering and working in organizations. Future research should further investigate whether such industry-university collaborations can provide positive motivation for HRM learners, i.e., whether such initiatives can improve their employment opportunities and career trajectory and allow them to enter higher levels of HRM.

Challenges in HRM Education
HRM education faces challenges despite efforts to improve it. These challenges come from curriculum limits, the fast-changing HR field, and gaps between academic training and industry expectations. HRM programs aim to give students both theoretical knowledge and practical skills, but research shows many graduates struggle to transition to professional HR roles. They often lack hands-on experience, exposure to modern HR technologies, and there are inconsistencies in how HRM competencies are taught (Collings, Wood, & Szamosi, 2018). To tackle these issues, HRM curricula need reevaluating, academia and industry must collaborate more, and experiential learning should be emphasized.

A key hurdle is the friction between the learned theory and its use. HR programs at universities usually focus on the HR theories and concepts, but the students have difficulty implementing the theories into real-life practice (Reiche, Harzing, & Tenzer, 2019). Contrary to this, the HRM curricula are widely criticized for being too theoretical, as the practitioners claim that they do not sufficiently offer the experience in the field of talent recruitment, conflicts resolution, and personnel planning (Ulrich, Younger, & Brockbank, 2020). According to Brewster, Chung, and Sparrow (2016), a study that HRM graduates often lack practical skills in problem-solving and decision-making. To catch up with this change, universities should promote more case-study based instructions, role-play exercises, as well as a team of projects that simulate the decision systems of workplaces.

Another significant challenge is the rapid evolution of HR technologies and analytics. Modern HRM increasingly relies on AI, predictive analytics, and digital workforce management tools,

yet many HRM programs have been slow to adapt to these technological advancements (Marler & Boudreau, 2017). As organizations demand HR professionals who can leverage data for workforce planning, employee engagement, and talent management, graduates who lack experience with HR technology face a competitive disadvantage in the job market (Deloitte, 2022). Research indicates that HRM programs integrating courses in HR analytics, data interpretation, and digital HR tools produce more adaptable graduates (Jackson, Schuler, & Jiang, 2014). Universities must therefore update HRM curricula to include technological competencies and provide students with opportunities to work with HR software and analytics platforms. A third challenge is the variation in HRM education across institutions and regions, leading to inconsistencies in graduates' preparedness for HR roles. Some universities offer comprehensive HRM programs with internships and industry collaborations, while others provide only a theoretical overview without sufficient practical exposure (CIPD, 2020). This results in differing competence levels among HRM graduates. Employers often express frustration over the inconsistency in HRM graduates' skill sets, stressing the need for standardized accreditation and competency frameworks to ensure all students acquire key HR function proficiencies (Collings, Wood, & Szamosi, 2018). Establishing global HRM education standards, similar to those in accounting or engineering, could address these disparities and enhance training quality.

Finally, the lack of structured industry engagement in HRM education challenges students seeking professional experience before graduation. While internships and cooperative education programs effectively prepare students for the workforce, they aren't always mandatory in HRM curricula (Briscoe, Schuler, & Tarique, 2012). Many HR graduates enter the job market with limited exposure to real-world HR challenges, making a smooth transition difficult (Ulrich, Younger, & Brockbank, 2020). Strengthening university-industry partnerships through mentorship programs, HR practitioner guest lectures, and experiential learning opportunities can significantly improve students' career readiness (Reiche, Harzing, & Tenzer, 2019).

In addressing these challenges, universities must continuously evaluate and refine HRM curricula to ensure they align with industry demands. Integrating more experiential learning, technological training, and standardized competency frameworks can help bridge the gap between academic education and professional expectations. Future research should explore how different institutional approaches to HRM education impact graduates' career trajectories and whether emerging trends in HR technology, analytics, and strategic workforce planning are adequately reflected in HRM programs. By proactively addressing these challenges, HRM education can better equip students with the skills, knowledge, and adaptability required to thrive in dynamic and evolving HR roles.

Methodology
Research Design
This study used a quantitative research approach to explore how HRM courses affect students' employability. Based on the survey principles of Creswell (2012), a structured questionnaire was used to collect numerical data from 200 HRM students and recent graduates from various universities. Participants who had completed at least one HRM course were selected and given a questionnaire. They were selected using purposive sampling to

guarantee their pertinence to the study's goals, and the questionnaire, which was created using accepted research and examined for clarity in a pilot study, was then employed.

The questionnaire was divided into three main sections: perceived usefulness of HRM content, skill development outcomes, and effectiveness of teaching methods. A 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) was used for each section to standardize the answers for easy comparison. Anonymity was ensured to reduce social desirability bias, as recommended by Groves et al. (2009). SPSS software was used for quantitative analysis, focusing on descriptive statistics to find correlations between teaching methods and skill acquisition. Although the design was intended to achieve generalizability through a diverse sample, it also has potential limitations, such as geographic restrictions and reliance on self-reported data. This approach is consistent with Becker's (1964) theory of human capital, which views HRM education as an investment in career-ready skills while adhering to ethical standards for educational research.

Research Instrument
The research instrument was a structured questionnaire developed through a comprehensive literature review on HRM education, employability frameworks, and pedagogical effectiveness (Guest, 2017; Ulrich et al., 2020; Deloitte, 2022). Reliability and validity were assessed by two academic experts in related fields, and the measure, optimized based on feedback from a 20-student pilot test, was deemed ready for the formal study. It utilized a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) across three sections: (1) Practicality of HRM courses (6 items, e.g., "The content is directly applicable to real-world jobs"), informed by studies on industry-aligned curricula (Brewster et al., 2016); (2) Skill Development (6 items, e.g., leadership, conflict resolution), grounded in Yorke's (2006) employability framework; and (3) Teaching Methods (6 items, e.g., case studies vs. lectures), reflecting Marler and Boudreau's (2017) recommendations on technology integration. Demographic questions contextualized responses. The instrument was pilot-tested with 20 HRM students, with revisions made to ambiguous phrasing to ensure clarity and validity, following Dillman et al.'s (2014) principles for reliable survey design.

Respondents
This study aims to explore how human resource management courses affect students' employability. A total of 208 respondents completed the survey, with a balanced gender distribution: 53.85% (112 respondents) were male and 46.15% (96 respondents) were female. However, 8 respondents in this study did not participate in the HRM course, so they were excluded from the data of this study.

Table 1
Respondent Age

Age	Frequency	Percent (%)
20 - 24	178	89%
24 – 30	15	7.5%
30 - 45	7	3.5%
Total	200	100%

Table 2
Current Academic or Professional Status

Proficiency Level	Frequency	Percentage (%)
Currently a university student	74	37%
Recent graduate (graduated within the last 2 years)	99	49.5%
Employed full-time	13	6.5%
Employed part-time	14	7%
Total	200	100%

Data Collection Procedure
The survey was conducted by distributing questionnaires to students and recent graduates, asking them to provide feedback on various aspects of HRM courses for enhancing employability. The questionnaire covered three main areas: practicality of HRM content, development of employability skills, and effectiveness of teaching methods. Responses were collected immediately after participants completed the survey during HRM classes or post-graduation follow-up sessions.

Data Analysis Method
This study used descriptive statistics and other statistical analysis methods to analyze the data collected. Quantitative data were processed using SPSS software. This paper used descriptive statistics to calculate the mean, standard deviation, and frequency distribution of each variable to help summarize students' overall views on how taking HRM courses can improve their employability.

Findings and Discussion
Based on the data collected from the questionnaire, students were asked about the HRM courses they completed to enhance their employability. The discussion section will further discuss the impact of HRM courses on students' employability.

Practical Alignment of HRM Courses with Workplace Demands

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	HRM courses have helped me better understand workplace dynamics and employee relations.	17 (8.5%)	18 (9%)	33 (16.5%)	79 (39.5%)	53 (26.5%)
2	Studying HRM has improved my ability to navigate job applications, interviews, and recruitment processes.	14 (7%)	23 (11.5%)	31 (15.5%)	88 (44%)	44 (22%)
3	HRM knowledge has enhanced my ability to adapt to different workplace environments.	15 (7.5%)	18 (9%)	29 (14.5%)	86 (43%)	52 (26%)
4	The content learned in HRM courses is directly applicable to real-world job situations.	11 (5.5%)	30 (12.5%)	30 (15%)	76 (38%)	58 (29%)
5	Employers value HRM-related knowledge, even for non-HR roles.	14 (7%)	21 (10.5%)	31 (15.5%)	73 (36.5%)	61 (30.5%)
6	HRM courses have increased my confidence in handling professional relationships and teamwork.	11 (5.5%)	30 (12.5%)	30 (15%)	76 (38%)	58 (29%)

The analysis revealed that 66% of participants agreed or strongly agreed that HRM courses enhanced their understanding of workplace dynamics, including employee relations and recruitment processes, with 39.5% agreeing and 26.5% strongly agreeing (Table 1). Additionally, 67% found HRM content directly applicable to real-world job scenarios, such as conflict resolution and talent management. Despite these strengths, 15% of students questioned the relevance of theoretical frameworks, highlighting a gap between classroom learning and industry practices, as noted by Guest (2017). For example, one student said, "We have devoted many hours to the analysis of labor laws but got no case studies on the contemporary HR analytics." This can be done by embedding industrial projects that involve carrying out activities such as the development of performance appraisals systems and this can also be done in partnership with HR departments that work with schools on curriculum development to achieve similar results. Through this, we would bring more updated and "hands-on" knowledge to the study program so that we would make students ready for a mixed environment of academia and industry as defined in the work by Brewster et al. (2016).

Development of Critical Employability Skills

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	HRM courses have improved my communication and negotiation skills.	17 (8.5%)	21 (10.5%)	23 (11.5%)	81 (40.5%)	58 (29%)
2	I have developed better leadership and management abilities through HRM education.	21 (10.5%)	20 (10%)	18 (9%)	89 (44.5%)	52 (26%)
3	HRM courses have enhanced my problem-solving and decision-making skills.	14 (7%)	21 (10.5%)	26 (13%)	76 (38%)	63 (31.5%)
4	Studying HRM has helped me understand how to manage conflicts and workplace challenges effectively.	15 (7.5%)	19 (9.5%)	32 (16%)	75 (37.5%)	59 (29.5%)
5	HRM education has strengthened my ability to work in diverse teams.	14 (7%)	17 (8.5%)	29 (14.5%)	84 (42%)	56 (28%)
6	The skills gained from HRM courses have made me more competitive in the job market.	16 (8%)	19 (9.5%)	27 (13.5%)	79 (39.5%)	59 (29.5%)

HRM education demonstrated significant success in fostering leadership and problem-solving competencies, with 71% of students reporting improved leadership abilities (45.19% Agree, 25.96% Strongly Agree) and 70% acknowledging enhanced decision-making skills (Table 2). However, 18% of respondents felt underprepared to manage workplace conflicts, reflecting Ulrich et al.'s (2020) critique of insufficient experiential learning opportunities. A participant noted, "We discussed conflict theories but never practiced mediation in realistic scenarios." To close this gap, programs should embed role-playing simulations into courses, such as mock negotiations between employees and managers, and offer workshops on emotional intelligence and cross-cultural communication, aligning with Deloitte's (2022) emphasis on adaptive skill development. Furthermore, interdisciplinary modules combining HRM with data analytics could equip students with technical competencies for roles requiring workforce analytics, addressing employer demands highlighted by Marler and Boudreau (2017).

Effectiveness of Teaching Methodologies

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Practical case studies used in HRM courses have provided me with valuable real-world insights.	23 (11.5%)	17 (8.5%)	21 (10.5%)	80 (40%)	59 (29.5%)
2	Interactive learning methods (e.g., role-playing, discussions) in HRM courses have enhanced my job preparedness.	17 (8.5%)	23 (11.5%)	35 (17.5%)	64 (32%)	61 (30.5%)
3	Flipped classroom or interdisciplinary collaboration in HRM courses has improved my problem-solving skills.	18 (9%)	19 (9.5%)	26 (13%)	90 (45%)	47 (23.5%)
4	Digital tools and AI-driven HRM learning resources have made the coursework more applicable to industry needs.	15 (7.5%)	22 (11%)	26 (13%)	72 (36%)	65 (32.5%)
5	HRM courses that included industry guest speakers or internships were more beneficial for my career development.	25 (12.5%)	15 (7.5%)	26 (13%)	76 (38%)	58 (29%)
6	Traditional lecture-based HRM courses were less effective compared to interactive teaching methods.	16 (8%)	27 (13.5%)	26 (13%)	79 (39.5%)	52 (26%)

Interactive teaching methods significantly outperformed traditional approaches, with 70% of students endorsing case studies and flipped classrooms for job preparedness (40.38% Agree, 29.81% Strongly Agree), while only 45% found lectures effective (Table 3). Participants praised case studies for bridging theory and practice, as exemplified by a comment: "Analyzing real mergers taught me more about change management than textbooks." Digital tools, such as AI-driven HR platforms, were valued by 62% for aligning coursework with industry trends, though 19% cited limited access to internships, underscoring resource inequities. To optimize learning outcomes, institutions should mandate internships or capstone projects as core requirements and adopt blended learning models integrating platforms like Workday for hands-on HR analytics training. These strategies would operationalize recommendations by Reiche et al. (2019) for technology-enhanced pedagogy while addressing disparities in practical exposure.

Conclusion

This study demonstrates that HRM courses can significantly improve students' employability, providing them with all the theoretical knowledge and practical skills that will help them meet the demands of the modern workplace. The main findings show that 66% of respondents believe that the study of HRM has increased their understanding of the workplace, while 70% point to the applicability of the course content, which only highlights the role of the course in bridging the gap between academia and industry. However, the persistent challenges – 18%

of respondents indicated that soft skills were not adequately trained, and the limits effectiveness (only 45%) of traditional lecture methods indicate that pedagogy needs to be improved. In fact, 70% of people use interactive methods to prove the effectiveness of students, as do digital tools; however, further hybrid models require case studies, simulations, and artificial intelligence platforms.

To improve the effectiveness of HRM education, academic institutions should focus on collaboration with businesses, leave room for internships, guest lectures, and practical real-time projects, and continuously improve the curriculum to keep pace with technological advances and organizational progress. In addition, the inclusion of soft skill modules in conflict and intercultural communication will not only help to close the competency gap, but also provide a target to focus on missing standards. This study was able to provide actionable insights but was limited by self-report data and regional samples, making it less generalizable. Future research is needed with longitudinal designs to track graduates' career behaviors. Such studies should focus on blended teaching methods by mixing various methodologies. In this way, HRM education can continue to be dynamic in preparing agile professionals for such a dynamic labor market.

From the theoretical perspective of HRM education, this study reinforces the idea that education is an investment in people. The results of the study allow scholars to understand that HRM courses can strengthen students' knowledge, professional skills and characteristics before entering society, so that they can better face the current job market. From the perspective of education practitioners, the contribution of this study is that educators can design courses more targeted in the future and deepen the importance of HRM courses in the last period of students' campus career. Overall, this study is a case study of the impact of HRM courses on employability, making human resource management courses consistent with the ever-changing industry needs, and providing a feasible reference for designing teaching methods that improve graduates' competitiveness.

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