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COMPETENCIES AND EMPLOYABILITY WITH GRADUATES, FACULTY OF BUSINESS SCIENCES, ENRIQUE GUZMÁN Y VALLE NATIONAL UNIVERSITY, 2024.

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Abstract

The purpose of the study was to establish the association that exists between the skills and employability of graduates from the Faculty of Business Sciences (FACE) of the Enrique Guzmán y Valle National University (UNE) in the year 2024. Methodologically, it was oriented in a quantitative approach study with a non-experimental – correlational design. It was available with a population of 267 graduates in 2021 and 2022 from the FACE of the UNE and as a sample of 113 graduates. The survey and two questionnaires were essential for data collection. The findings showed that there is a connection between the skills and employability of graduates, FACE of the UNE, whose relational coefficient was RS=0. 826 with a p – value of 0.000 < 0.05. Likewise, a significant association is seen between the skills dimension (p = 0.000), attitudes (p = 0.000) and knowledge (p = 0.000) with the employability of the graduates of the institution studied. Therefore, those graduates who develop more skills have a greater probability of being successfully employed.

Keywords: Skills, employability, graduates.

INTRODUCTION

In a world of work in permanent change, the employability of graduates has become a central concern for both educational institutions and productive sectors. The ability of graduates to insert themselves and excel in the labor market depends not only on traditional academic training, but also on the development of specific competencies that respond to the demands of today's work environment. These competencies encompass a variety of technical, soft, and soft skills that enable graduates to adapt to various situations, work effectively in a team, and solve problems creatively.

The relevance of these competencies in vocational training is fundamental, since a graduate with a solid set of skills is in a more favorable position to compete in a saturated and demanding labor market. However, many academic programs still focus primarily on the transfer of theoretical knowledge, neglecting the teaching of practical skills and interpersonal competencies that are equally essential for professional success. This disconnect between academic training and employer expectations can result in a mismatch that hinders graduates' job placement.

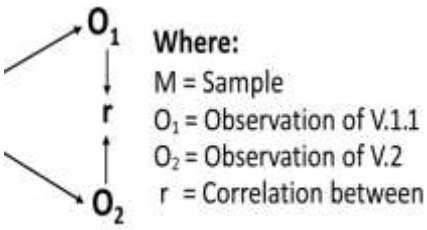
Therefore, it is imperative to analyze how the integration of skills in training programs can improve the employability of graduates. This study seeks to determine the connection between the skills and employability of UNE FACE graduates in 2024.

MATERIALS OR METHODS

Research approach. According to Bernal (2006), the research approach is linked to the quantitative approach, it is oriented towards the quantification of the properties associated with social phenomena, which requires the need to extract a conceptual framework appropriate to the problem in question. This method extends to universalizing and standardizing the findings. The investigative approach aims to describe, explain, predict and objectively control its causes, as well as to anticipate its occurrence after its revelation. Although the purpose of the research approach is oriented towards the description, justification, prognosis and verification of its origins and the prediction of its ingenuity from its externalization (Sánchez

et al., 2019, p. 59); it also uses data collection to test hypotheses based on probabilistic operations. **The type of research.** It corresponds to the theoretical or basic classification, aimed at developing in-depth knowledge of phenomena that occur in objective reality from science and proposing solutions to society (Plaza et al., 2019, p. 68).

Research design. According to Hernández et al. (2006), the research design adopted is non-experimental in nature, since it will be carried out without the realization of the variables under study. Similarly, the collection of the information was carried out directly from the reality analyzed, which will allow it to be subsequently analyzed and interpreted. According to the theoretical foundation, the research design is a "Schematic model adopted by the research subject whose purpose is to exercise control of the variable or the relationship between them studied; based on specifying whether they are experimental or non-experimental, which can be descriptive or cross-sectional" (Sánchez et al., 2018, p. 53).



In this sense, the inquiry is classified as Non-Experimental Design, since it was carried out without carrying out the study variables. In addition, the data collection was carried out directly from the assessed reality, to then carry out its assessment and interpretation, it will also be descriptive and transversal; made up of graduates of the years 2021 and 2022 of the FACE of the UNE, in its four programs/specialty, with a confidence interval of 95%, 113 graduates were selected. It is correlational, because it investigates to determine the connection between the variables studied and the incidence that each of the dimensions have on the evidenced results. **The method** adopted in this inquiry is deductive in nature, since it is based on the investigative observation of the phenomenon as it manifests itself in its natural environment. Consequently, it is derived from making an assessment, considering that variables (1) and (2) have already taken place, which makes it impossible to manipulate them without exercising direct control over these variables. **Population**

Defined as "Total grouping of elements or cases considered in a study that have specific particularities, referring to the individual, object or event that meet the conditions for its study; being population if they are people and universe to things or objects" (Achaerandio, 2010, p. 102).

It is made up of the graduates of the years 2021 and 2022 of the four programs/specialty that the FACE of the UNE has, made up of 267 graduates. Table 2 reveals the distribution of graduates.

Board 1 *Population*

Program/Specialty	Year of graduation		Total general
	2021	2022	
Business Administration	30	45	75
International Business Administration	38	34	72
Gastronomy	17	26	43
Tourism and Hospitality	35	42	77
Total, general	**120**	**147**	**267**

Sample

Following the deductive method in the determination of the elements selected for the study from the population, the sample is defined as "The subgroup chosen to represent the universe or population, which have certain unique characteristics that produce the data or useful information to respond to the problems and objectives raised, under objective criteria" (Arias, 2006, p. 118). In this sense, the sample applied was of a simple random probabilistic type of intentional cut-off, which were determined from the population of 267 graduates in 2021 and 2022, obtaining a finite sample of 113 graduates of the FACE of the UNE distributed proportionally by year of graduation according to study program, calculation of lines below are presented:

Donde:
N = Población total
Z^2 = Nivel de confianza del 95% ≅ 1.96
E^2 = Error muestral del 5% ≅ 0.05
p = Proporción esperada
q = Proporción no esperada

$$n = \frac{N * Z^2 * p * q}{E^2(N-1) + Z^2 * p * q} \quad \frac{0.5}{0.05 * 0.05}$$

n = 113 graduates

Board 2
Sample

Program/Specialty	Year of graduation		Total general
	2021	2022	
Business Administration	13	19	32
International Business Administration	16	14	30
Gastronomy	7	11	18
Tourism and Hospitality	15	18	33
Total, general	**51**	**62**	**113**

Research techniques. They are aimed at explaining the means used to collect the information and the instrument explains through which means the collection was made explicit. In both cases, they should be planned to avoid unnecessary time, costs, and resources in the investigative process

Data collection technique

Defined as the "useful means used to collect information, an investigative technique that helps to corroborate data taken from another, whether from oral or written testimonies of individuals who have had first-hand contact with the source that prepares the data" (Achaerandio, 2010, p. 6). Consequently, the present study adopted an indirect technique, since the information was collected from surveys rather than interviews or direct observations at the time of analyzing the sample. In this research, an online questionnaire administered through social media platforms was used in order to adequately establish our study variables. This technique was chosen because most of the young people are not in the faculty at the same time and it was also coordinated by telephone with each of the selected students so that they can solve the questionnaire.

Data collection instrument.

Following the sequence of technique and instrument, the latter is defined as a "Systematic method to collect information from the sample provided by the selected elements, in order to construct quantitative descriptors according to the attributes they show from the general characteristics of the group involved in it in quantitative terms" (Arias, 2006, p. 51).

In this context, the data collection instruments were developed based on the sample chosen for the study, considering its usefulness and objectivity. Regarding the type of instrument used in the research, an online survey was chosen, which will be composed of 20 questions designed to evaluate variable 1, of which each item is related to the relevant dimensions. For variable 2, 20 questions were developed that addressed its dimensions. For the construction of the online survey, a five-point Likert scale was carried out with the aim of evaluating the objective appreciation of the respondents in relation to the indicated variables.

The instrument developed for the research was subjected to a validation process, given its readability and clarity necessary for its application, understanding this process as the 'degree to which an item of a test objectively measures what it is intended to evaluate'. Likewise, the concept of reliability is considered, which evaluates the degree of consistency of a test. Therefore, it is essential that the evidence is reliable in order to be considered valid. (Orellana, 2016, p. 54). In this context, the instruments were validated by five experts from the FACE, which demonstrated their validity before their application in the sample.

Statistical data processing

The statistical assessment was carried out using the following computer applications: For the grouping of the data, the Microsoft Excel tool was used, belonging to the Microsoft Office suite, which facilitates the development of tasks such as tabulation, data collection and presentation, as well as the generation of graphs, among other functionalities. The statistical assessment was carried out using the SPSS version 25 statistical package, in a Windows operating environment.

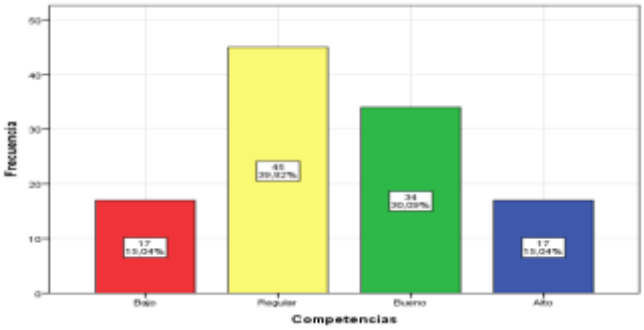
For the descriptive analysis that was developed, it is based on the measures of central tendency and for the inferential assessment, the normality test was carried out using the Kolmogorov-Smirnov statistic because data greater than 50 were available, which allowed to know if the data are normal or not are not normal in order to decide what type of statistic was carried out to work on the general and specific hypothesis test.

RESULTS

Board 3.
Descriptive Analysis of Competencies

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Low	17	15,0	15,0	15,0
	Regular	45	39,8	39,8	54,9
	Well	34	30,1	30,1	85,0
	High	17	15,0	15,0	100,0
Total		113	100,0	100,0	

Figure 1 *Bar chart of the variable "Competencies"*



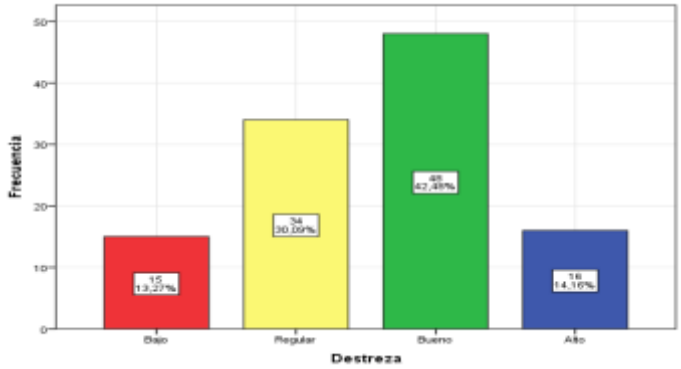
Dimension I. Dexterity

Based on Table 11 and Figure 2 on the "Skill" dimension, it was determined that 13.3% (15 graduates) and 30.1% (34 graduates) have a "low" and "regular" level of skills in their work environment, respectively. In addition, 42.5% (48 graduates) and 14.2% (16 graduates) indicate a "good" and "high" level of skills in their work environment, respectively.

Board 4.
Descriptive analysis of the dimension "Skills"

		Frequency	**Percentage**	**Percentage valid**	**Percentage accumulated**
Valid	Low	15	13,3	13,3	13,3
	Regular	34	30,1	30,1	43,4
	Well	48	42,5	42,5	85,8
	High	16	14,2	14,2	100,0
	Total	113	100,0	100,0	

Figure 2
Bar Chart of the "Skills" dimension



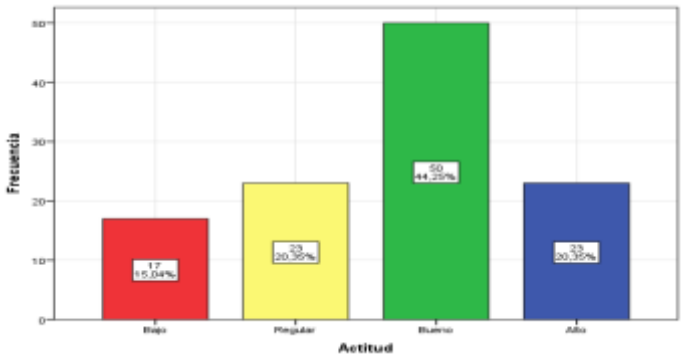
Dimension II. Attitude

Based on Table 12 and Figure 3 on the "Attitude" dimension, it was determined that 15% (17 graduates) and 20.4% (23 graduates) have a "low" and "regular" level of attitudes in their work environment, respectively. In addition, 44.2% (50 graduates) and 20.4% (23 graduates) indicate a "good" and "high" level of attitudes in their work environment, respectively.

Board 5.
Descriptive analysis of the dimension "Attitude"

		Frequency	Percentage	Percentage valid	Percentage accumulated
Valid	Low	17	15,0	15,0	15,0
	Regular	23	20,4	20,4	35,4
	Well	50	44,2	44,2	79,6
	High	23	20,4	20,4	100,0
	Total	113	100,0	100,0	

Figure 3 *Bar Chart of the "Attitude" dimension*



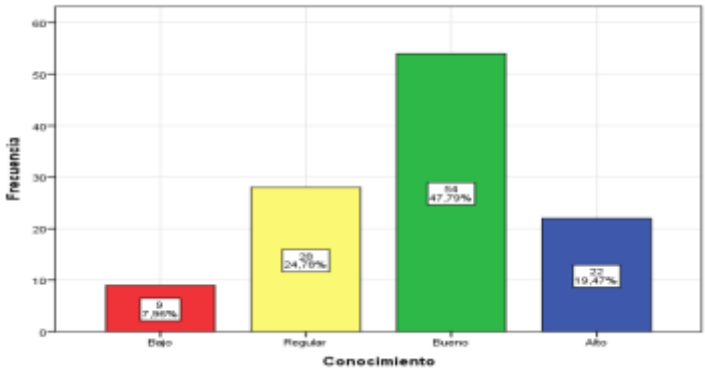
Dimension III. Knowledge

Based on Table 13 and Figure 4 on the "Knowledge" dimension, it was determined that 8% (9 graduates) and 24.8% (28 graduates) have a "low" and "regular" level of knowledge about their activities in the labor field, respectively. In addition, 47.8% (54 graduates) and 19.5% (22 graduates) indicate a "good" and "high" level of knowledge about their activities in the labor field, respectively.

Board 6.
Descriptive analysis of the dimension "Knowledge"

		Frequency	Percentage	Percentage valid	Percentage accumulated
Valid	Low	9	8,0	8,0	8,0
	Regular	28	24,8	24,8	32,7
	Well	54	47,8	47,8	80,5
	High	22	19,5	19,5	100,0
	Total	113	100,0	100,0	

Figure 4 *Bar Chart of the "Knowledge" dimension*



Variable(2) : Employability

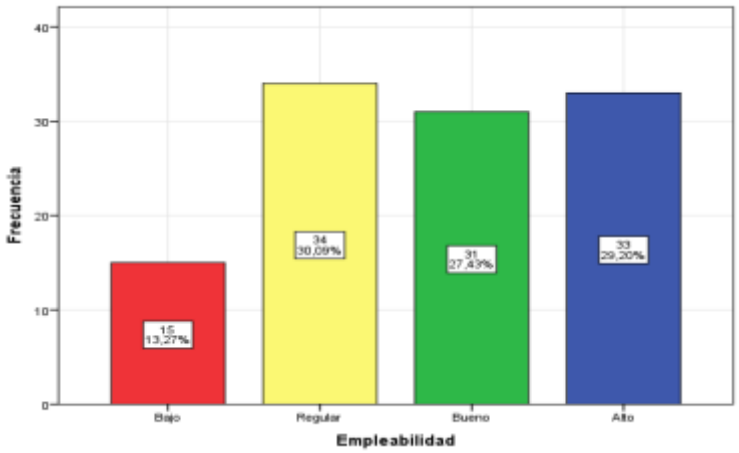
Based on Table 14 and Figure 5 on the variable "Employability", it was determined that 13.3% (15 graduates) and 30.1% (34 graduates) have a "low" and "regular" level of employability, respectively. In addition, 27.4% (31 graduates) and 29.2% (33 graduates) indicate a "good" and "high" level of employability respectively.

Board 7.

Descriptive analysis of the variable "Employability"

		Frequency	Percentage	Percentage valid	Percentage accumulated
Valid	Low	15	,3	,3	,3
	Regular	34	,1	,1	,4
	Well	31	,4	,4	,8
	High	33	,2	,2	0,0
	Total	113	100,0	100,0	

Figure 5 *Bar chart of the variable "Employability"*



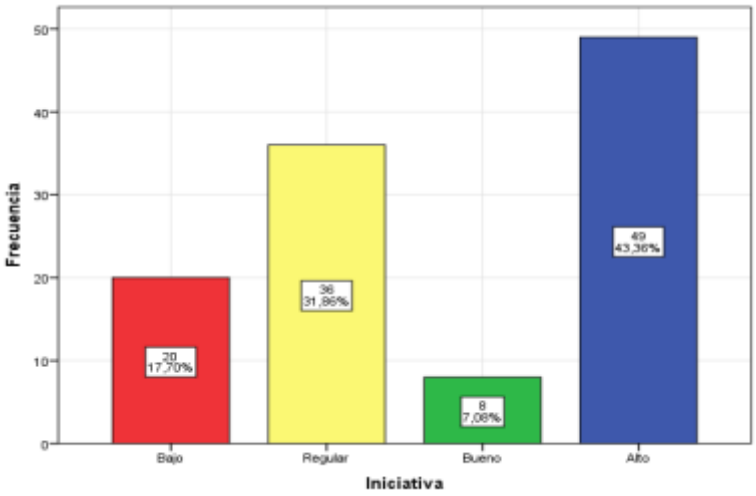
Dimension I: Initiative

Based on Table 15 and Figure 6 on the "Initiative" dimension, it was determined that 17.7% (20 graduates) and 31.9% (36 graduates) have a "low" and "regular" level of initiative in their work environment, respectively. In addition, 7.1% (8 graduates) and 43.4% (49 graduates) indicate a "good" and "high" level of initiative in their work environment, respectively.

Board 8.
Descriptive analysis of the "Initiative" dimension

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Low	20	17,7	17,7	17,7
	Regular	36	31,9	31,9	49,6
	Well	8	7,1	7,1	56,6
	High	49	43,4	43,4	100,0
	Total	113	100,0	100,0	

Figure 6 *Bar Chart of the "Initiative" dimension*



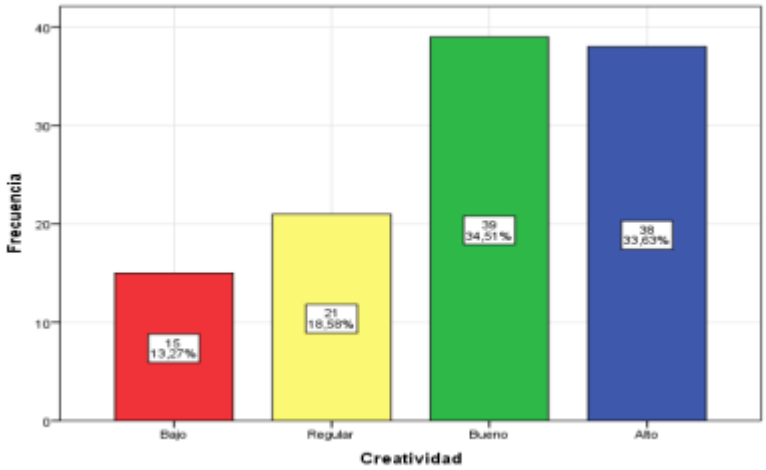
Dimension II: Creativity

Based on Table 16 and Figure 7 on the "Creativity" dimension, it was determined that 13.3% (15 graduates) and 18.6% (21 graduates) have a "low" and "regular" creativity in their work environment, respectively. In addition, 34.5% (39 graduates) and 33.6% (38 graduates) indicate "good" and "high" creativity in their work environment, respectively.

Board 9.
Descriptive analysis of the dimension "Creativity"

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Low	15	13,3	13,3	13,3
	Regular	21	18,6	18,6	31,9
	Well	39	34,5	34,5	66,4
	High	38	33,6	33,6	100,0
	Total	113	100,0	100,0	

Figure 7 *Bar chart of the dimension "Creativity"*



Dimension III: Motivation

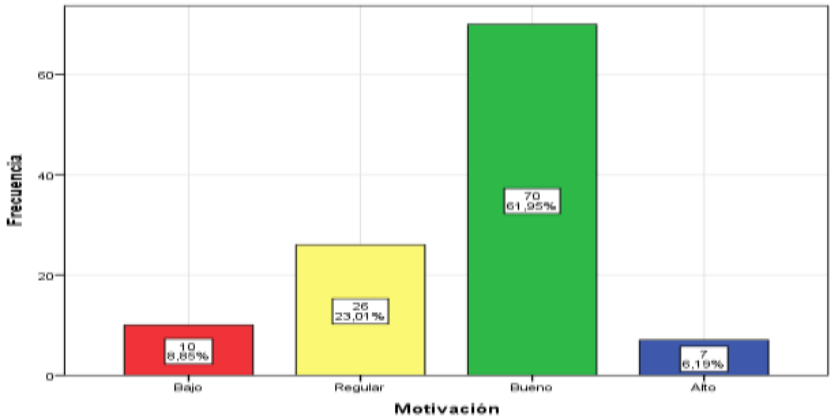
Based on Table 17 and Figure 8 on the "Motivation" dimension, it was determined that 8.8% (10 graduates) and 23% (26 graduates) have a "low" and "regular" motivation in their work environment, respectively. In addition, 61.9% (70 graduates) and 7% (5 graduates) indicate a "good" and "high" motivation in their work environment, respectively.

Board10.

Descriptive analysis of the dimension "Motivation"

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Low	10	8,8	8,8	8,8
	Regular	26	23,0	23,0	31,9
	Well	70	61,9	61,9	93,8
	High	7	6,2	6,2	100,0
	Total	113	100,0	100,0	

Figure 8 *Bar Chart of the "Motivation" dimension*



5.1.1 Inferential level

Normality test

At this stage, the normality of the data was reported. The Kolmogorov-Smirnov goodness-of-fit test (>=50) was performed due to the amount of data collected in the study (113 data). Therefore, it is necessary to take into account the following procedure:

Stage 1: Propose the Null Hypothesis (H0) and the Alternative Hypothesis (H1):

H0: The data comes from a normal distribution.

H1: The data does not come from a normal distribution.

Stage 2: Choose the level of significance

It has been determined for the purposes of the study that: $\alpha = 0.05$

Step 3: Select the test statistical value

Kolmogorov-Smirnov is the value of the statistical test that has been taken into account for this hypothesis.

Stage 4: Establish the decision rule

A decision rule is a statement of the faculties under which H0 is accepted or denied, and it is important to identify the critical value.

Decision Rule

If alpha (Sig) > 0.05; the H0 is affirmed

Si alpha (Sig) < 0.05; if it refuses H0

Based on the above, the findings of the test of the normality of the variables and their dimensions are reflected in the table:

Board 11 *Normality test*

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistical	Gl	Itself.	Statistical	Gl	Itself.
V1_D1	,246	113	,000	,908	113	,000
V1_D2	,150	113	,000	,942	113	,000
V1_D3	,128	113	,000	,971	113	,000
V1	,056	113	,200*	,987	113	,000
V2_D1	,253	113	,000	,878	113	,000
V2_D2	,156	113	,000	,912	113	,000
V2_D3	,189	113	,000	,928	113	,000
V2	,111	113	,002	,966	113	,000

Table 18 shows a p-value obtained (p=0.00 < α=0.05) in the data of the variables and dimensions. Therefore, H0 is denied and it is deduced that the data do not imply a normal distribution.

Hypothesis testing

Based on the above findings, the data do not come from a normal distribution, therefore, a non-parametric test such as Spearman's Rho (RS) was chosen to assess the association of the respective variables and dimensions. Therefore, Table 12 details the correlation levels:

Board 12 *Weighting correlation levels*

Coefficient	Description
r=1	Perfect correlation
0.80<r<1	Very high
0.60<r<0.80	Loud
0.40<r<0.60	Moderate
0.20<r<0.40	Casualty
0<r<0.20	Very low
r=0	Null

General Hypothesis

H0 There is no significant association between the competencies and employability of graduates, FACE of the UNE, 2024.

There is a significant association between the competencies and employability of graduates, FACE of the UNE, 2024.

Board 13.

Correlational analysis of the variables

			Competences	Employability
RS	Competences	Correlational index	1,000	,826**
		Sig. (bilateral)		,000
		N	113	113
	Employability	Correlational index	, 826**	1,000
		Sig. (bilateral)	,000	.
		N	113	113

Note. **. The correlational index is significant at the level 0.01 (bilateral).

According to Table 21, it can be seen that the relational coefficient of SR exhibits a value significantly below the threshold, with a value of 0.826, leading to a very high correlation. In addition, a p-value of 0.000 was evidenced, which is less than 0.05, leading to the denial of H0. Therefore, it is necessary to affirm that competencies are associated with the employability of graduates of the FACE of the UNE, 2024.

Specific Hypothesis 1

Ho: There is no significant association between the skills and employability of graduates, UNE FACE, 2024.

Ha: There is a significant association between the skills and employability of graduates, UNE FACE, 2024.

Board 14.

Correlational analysis of specific hypothesis 1

			Skills	Employability
RS	Skills	Correlational index	1,000	,662**
		Sig. (bilateral)	.	,000
		N	113	113
	Employability	Correlational index	, 662**	1,000
		Sig. (bilateral)	,000	
		N	113	113

Note. **. The correlational index is significant at the level 0.01 (bilateral).

According to Table 21, it can be seen that the relational coefficient of SR exhibits a value significantly below the threshold, with a value of 0.662, leading to a high correlation. In addition, a p-value of 0.000 was evidenced, which is less than 0.05, leading to the denial of the null hypothesis. Therefore, it is necessary to affirm that skills are associated with the employability of graduates of the FACE of the UNE, 2024.

Specific hypothesis 2

Ho: There is no significant association between the attitudes and employability of graduates, FACE of the UNE, 2024.

Ha: There is a significant connection between the attitudes and employability of graduates, UNE FACE, 2024.

Board 15.

Correlational analysis of specific hypothesis 2

			Attitudes	Employability
Rho de Spearman	Attitudes	Correlational index	1,000	,634**
		Sig. (bilateral)	.	,000
		N	113	113
	Employability	Correlational index	, 634**	1,000
		Sig. (bilateral)	,000	
		N	113	113

Note. **. The correlational index is significant at the level 0.01 (bilateral).

According to Table 22, it can be seen that the relational coefficient of SR exhibits a value significantly below the threshold, with a value of 0.634, leading to a high correlation. In addition, a p-value of 0.000 was evidenced, which is less than 0.05, leading to the denial of H0. Therefore, it is necessary to affirm that attitudes are associated with the employability of graduates of the FACE of the UNE, 2024.

Specific hypothesis 3

Ho: There is no significant association between the knowledge and employability of graduates,

UNE FACE, 2024.

Ha: There is a significant association between the knowledge and employability of graduates, UNE FACE, 2024.

Board 16.

Correlational analysis of specific hypothesis 3

			Knowledge	Employability
Rho de Spearman	Knowledge	Correlation coefficient	1,000	,608**
		Sig. (bilateral)	.	,000
		N	113	113
	Employability	Correlation coefficient	, 608**	1,000
		Sig. (bilateral)	,000	.
		N	113	113

Note. **. The correlation is significant at the 0.01 level (bilateral).

According to Table 23, it can be seen that the relational index of SR exhibits a value significantly below the threshold, with a value of 0.608, leading to a high correlation. In addition, a p-value of 0.000 was evidenced, which is less than 0.05, leading to the denial of H0. Therefore, it is necessary to affirm that there is a significant connection between the knowledge and employability of graduates, FACE of the UNE.

DISCUSSION

In the findings reported in connection with the general hypothesis of this study, it was evidenced that competencies are associated with the employability of graduates of the FACE of the UNE in the year 2024, because the RS statistic showed a positive correlation of 0.826 with a p - value of 0.00, corroborating the acceptance of the Ha. This finding is contrasted with the study of Saldaña (2021) the association between the accounting skills developed during institutional training and the employability in the work environment of graduates in Accounting from the National University of Cajamarca, Chota campus, during the period 2010-2015 was evidenced. Similarly, in the study of Flores and San Martin (2023) indicate a significant association between labor competencies and the employability of graduates of Faculties in Tarapoto ($r = 0.620$; $p < 0.00$), deducing that those with high labor competencies have more quality employment opportunities. Likewise, in the study of Sanchez (2024) it was shown that there is a moderate positive correlation ($r = 0.611$, $p < 0.01$) between professional competencies and the employability of UNAS graduates. In the case of Mendoza and Leguizamón (2019), where graduates who work in MSMEs express a high degree of satisfaction with the appropriate competencies during their training line. Similarly, the bosses express their satisfaction with the cognitive, procedural and attitudinal skills of the graduates in the work environment. Therefore, Aláez (2019) It shows that, according to the graduates who participated in the survey, the three most significant competencies in the job search process are self-knowledge, initiative and autonomy, as well as digital skills. The research of Ruiz (2020) reports that the IEST does not have an explicit plan for the deployment of competencies in its curriculum; however, informal criteria were identified that indicate opportunities for institutional improvement.

In the findings of specific hypothesis n°1, it was stated that skills are related to the employability of UNE FACE graduates in the year 2024. This situation was corroborated by the finding of the statistician Spearman, who showed a positive correlation rs = 0.662 with a p – value of 0.00, refuting the H0. This finding is interrelated with the study of Flores and San Martin (2023) which asserts that there is a significant association between the skills and employability of graduates, with a correlational Spearman index of 0.609 and a significance of 0.000. The impact between the elements was 37%, and having essential skills improves job opportunities. Meanwhile Sarango (2021) It points out that educators exhibit a high self-perception in their ability to search and locate information quickly and effectively. Therefore, it can be inferred that pedagogues who use bimodal modalities have the necessary competencies to search, locate and integrate information into their teaching and research practices.

In the findings of specific hypothesis n°2, it was stated that attitudes are associated with the employability of UNE FACE graduates in the year 2024. This situation was corroborated by the finding of the statistician Spearman, who showed a positive correlation rs = 0.634 with a p – value of 0.00, refuting the null hypothesis. This finding is contrasted with the study of Flores and San Martin (2023) a significant connection between attitudes and employability of graduates is identified, given that the Spearman correlational index obtained a statistical value of 0.581, which indicates a moderate positive correlation. Likewise, the significance level was set at 0.000. Similarly, Sanchez (2024) has reported that the social

competence dimension presents a moderate positive correlation with the employability of graduates of the FCEA of the UNAS, with a correlation coefficient of r = 0.551 and a value of p < 0.01. For this reason, in the report of Hernández et al. (2023) It is observed that only 53.3% of the total sample manages to enter the labor market during the first year after graduation. The competence to communicate effectively, collaborate in a team, demonstrate proactivity, and maintain an optimistic attitude are attributes considered of great importance by organizations in the process of selecting new employees. As for Cieza and Rosillo (2023) work performance is moderate (68.75%) and that soft skills in the Municipal Fund of Trujillo are low (87.5%). A slight positive correlation was reported between job performance and soft skills (rho= 0.225), indicating that as performance increases, so do soft skills.

In the findings of specific hypothesis n°3, it was stated that knowledge is associated with the employability of UNE FACE graduates in the year 2024. This situation was corroborated by the finding of the statistician Spearman, which yielded a low positive correlation rs = 0.608 with a p – value of 0.00, refuting the null hypothesis. This finding is contrasted with the study of Flores and San Martin (2023) a significant association is found between knowledge and employability of university graduates, given that the correlational index of SR showed a statistical value of 0.479, a fragile positive, and the significance was 0.000. The data show that what they learn at university affects employability by 23%, suggesting that those who obtain knowledge in their training have more opportunities to get a job. Similarly, Sanchez (2024) It has been reported that the technical competence dimension (r = 0.557, p < 0.01) and the methodological competence dimension (r = 0.570, p < 0.01) exhibit a moderate positive correlation with the employability of UNAS FCEA graduates. In the study of Aláez (2019) points out that 42.10% of the graduates surveyed have stated that they have required, on some occasion, additional training to that provided by the University, including language courses and computer programs, in employment agencies or in the Chamber of Commerce. On the other hand Varona and Ramos (2024) They assert that the competencies required by the entities include group work, assertive communication, initiative and leadership. However, new professionals in the field of study show a limited appropriation of these competencies in their professional practice.

CONCLUSIONS

- It was reported that a significant association between competencies and employability of UNE FACE graduates in 2024, whose relational coefficient shows a positive connection RS = 0.826 with a p – value of 0.000 < 0.05. This indicates that those graduates who develop more competencies have a greater probability of being employed successfully
- It was evidenced that there was a significant association between skills and employability of UNE FACE graduates in 2024, whose relational coefficient shows a positive connection RS = 0.662 with a p – value of 0.000 < 0.05. It is shown that the acquisition of relevant skills increases the chances of employability. This finding underscores the importance of faculty and university continuing to promote skills development programs, which could improve the competitiveness and professional success of their graduates in the labor market.
- It was reported that a significant association between attitudes and employability of UNE FACE graduates in 2024, whose relational coefficient shows a positive connection RS = 0.634 with a p-value of 0.000 < 0.05. This indicates that attitudes, such as commitment, professional ethics, and willingness to learn, are relevant factors that contribute to the labor integration of graduates.
- It was evidenced that a significant association between knowledge and employability of UNE FACE graduates in 2024, whose relational coefficient shows a positive connection RS = 0.608 with a p – value of 0.000 < 0.05. This indicates that a higher level of knowledge in relevant areas translates into better job placement opportunities for graduates.

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