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## Practical University Training Impact on Job Performance of Translation Graduates in Oman

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### ABSTRACT

This study investigates the influence of practical training on job performance among translation graduates in Oman, focusing on how university education can better align with labour market demands. As global demand for skilled translators increases, the need for comprehensive practical training programs that bridge academic outcomes and industry expectations becomes paramount. A mixed-methods approach, combining quantitative surveys with qualitative interviews from 232 participants, reveals significant correlations between practical training, the use of modern technology, and enhanced job performance. However, challenges such as limited training opportunities and inadequate institutional support persist, indicating the need for universities to improve translation education by offering more robust training programs. Employers emphasize the necessity of extensive support to bridge the gap between academic learning and professional practice, with many graduates requiring additional hands-on experience to enhance their skills. Furthermore, issues like inadequate training duration and a lack of continuous institutional support hinder effective skill development. The study suggests that while modern technology and practical training contribute positively to job performance, the role of institutional support remains critical. The findings underscore the importance of universities adapting their curricula to include more practical exercises and align with industry needs. The study calls for a collaborative effort between educational institutions, employers, and students to develop a more effective and industry-relevant translation training model. This research offers valuable insights into how practical training can be better integrated into university programs to ensure graduates are fully prepared for the translation workforce, contributing to better job outcomes and career progression.

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#### ARTICLE INFO

Received: 5 August 2024 | Revised: 21 January 2025 | Accepted: 22 January 2025 | Published Online: 19 February 2025  
DOI: <https://doi.org/10.30564/fls.v7i2.8306>

#### CITATION

Alsaadi, A., Awashreh, R., 2025. Practical University Training Impact on Job Performance of Translation Graduates in Oman. *Forum for Linguistic Studies*. 7(2): 786–796. DOI: <https://doi.org/10.30564/fls.v7i2.8306>

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**Keywords:** Translation Colleges; Graduate Skills; Translators' Performance; Higher Education; Translation Graduates; Training Programs

## 1. Introduction

Bridging cultural divides, translators serve as vital intermediaries who bring literature, art, and philosophy to life for diverse audiences. Despite being often underestimated, they play a pivotal role as mediators, seamlessly connecting creators with their audiences. Their work fosters cross-cultural understanding, enriches lives, and ensures that remarkable ideas transcend linguistic and cultural barriers. Yet, translators rarely receive the recognition they deserve, even as they faithfully fulfil their mission as conduits of human creativity.

In the rapidly evolving global landscape, university education is undergoing significant transformations. The emergence of new professions and roles has made it imperative for higher education institutions to adapt and equip graduates with the complex skill sets required by contemporary society<sup>[1]</sup>. Employers increasingly demand competencies that go beyond traditional qualifications, underscoring a widening gap between current education systems and labour market needs. Consequently, universities must rise to the challenge, evolving from mere certification providers into active contributors to societal development by producing competent, adaptable graduates capable of addressing real-world challenges<sup>[2]</sup>.

Within this broader context, job performance evaluation emerges as a cornerstone of career development. It not only informs critical career decisions but also identifies training needs, enabling both individual and organizational growth<sup>[3]</sup>. Furthermore, performance evaluation is crucial for enhancing organizational competitiveness and adaptability, ensuring alignment with rapidly changing market dynamics. By shedding light on professional requirements and facilitating continuous improvement, performance evaluation serves as a bridge between theoretical learning and practical application<sup>[4]</sup>.

This study focuses on the impact of practical training on job performance among translation graduates in Oman. While the global significance of translators is well-established, the specific challenges and opportunities within the Omani context remain underexplored. Despite ongoing

efforts to align educational outcomes with market demands, a persistent gap remains. Practical training during university study is widely regarded as a critical factor in preparing graduates for the workforce; however, its influence on subsequent job performance warrants further investigation. This study seeks to address this gap by exploring how practical training affects job readiness and performance, offering significant contributions to both academic literature and professional practice. By addressing these challenges, the research aims to enhance job performance outcomes and foster a stronger alignment between university education and labour market requirements<sup>[4]</sup>.

In addition, the study underscores the indispensable role of translation as a fundamental human communicative activity, particularly in today's technologically advanced and globally interconnected world<sup>[5]</sup>. The exponential growth in international communication has amplified the need for skilled and qualified translators who can navigate linguistic and cultural complexities with precision. Recognizing this, the study delves into the impact of training received during academic study on job performance, examining key dimensions of both independent and dependent variables<sup>[6]</sup>.

To strengthen the theoretical foundation and contextualize the research, this study integrates key references from both global and regional perspectives. By addressing methodological gaps and incorporating innovative approaches, the research aims to contribute original insights that resonate beyond the Omani context, advancing discourse in the broader field of translation studies and professional development.

Subsequent sections of this article outline the research in detail. Section 1 introduces the topic and sets the stage for the discussion. Section 2 reviews the theoretical frameworks and relevant literature, focusing on the relationship between training and job performance. Section 3 employs a descriptive-analytical approach to assess the impact of training programs on graduate outcomes. Section 4 addresses critical challenges in translation training, such as limited opportunities and institutional support, which hinder the development of core competencies and affect job prospects. Section 5 discusses the findings and offers actionable recom-

mendations, while Section 6 reflects on the study's limitations and provides a comprehensive conclusion.

Through this structured approach, the study aims to provide actionable insights for academia, industry, and policymakers, ultimately contributing to the professional development of translation graduates and bridging the gap between education and the labour market.

## 2. Theoretical Framework and Literature Review

Practical training is widely recognized as a crucial component of professional and academic development, offering hands-on learning experiences that bridge the gap between theoretical knowledge and real-world application<sup>[4]</sup>. In the context of Omani translators, functionality refers to the desired outcomes in the employment setting, emphasizing the need for skills that align with industry expectations<sup>[7]</sup>. College administration support, which includes assistance during studies and internships, is vital for ensuring that students receive the necessary guidance to succeed. Training programs in translation focus on the practical application of translation theories, while technological means highlight the importance of leveraging technology to enhance translation work<sup>[3]</sup>. Quality, in this context, pertains to accurate translation that conveys the true meaning of the source text<sup>[8]</sup>. Commitment reflects the translator's dedication to meeting deadlines and fulfilling job requirements, a key factor in maintaining professional standards<sup>[8]</sup>.

The significance of practical training in improving job performance and productivity cannot be overstated<sup>[9]</sup>. It is recognized as an effective method for acquiring knowledge and skills that are directly applicable to the workplace<sup>[10]</sup>. Moreover, practical training bridges the gap between theory and practice by developing skills essential for real-world tasks<sup>[11]</sup>. This exposure to real-world pressures fosters innovation, equips students with technical skills, and instills professional values and teamwork abilities<sup>[11]</sup>. However, the gap between the outputs of translation colleges and the demands of the labour market is evident. This gap underscores the need for robust and well-structured training programs that are responsive to industry needs<sup>[12]</sup>. Thus, it is essential to reevaluate current training methodologies to ensure they meet labour market requirements and contribute to the

development of job-ready graduates<sup>[13]</sup>.

Training programs for translation college graduates must be designed to meet the demands of the labour market by integrating key standards, such as language proficiency, writing skills, cultural awareness, and technological expertise<sup>[4, 14]</sup>. Oral translation skills, for example, are particularly important because they emphasize effective communication and engagement<sup>[15]</sup>. Employee performance evaluations, which use various methods to guide human resources policies, also play a critical role in shaping the effectiveness of training programs<sup>[16]</sup>. Previous studies have examined the alignment between educational outcomes and labour market demands, offering insights into how university education can better prepare graduates for employment. For instance, Gabriela explores the dynamics of education and labour market integration, emphasizing the challenges and opportunities within this process<sup>[17]</sup>.

Further research sheds light on the complex relationship between education systems and labour market demands. Moira Nelson's study on education policy and labour market transparency in Denmark, Germany, and the Netherlands highlights how variations in educational patterns and policy reforms significantly affect workforce dynamics<sup>[18]</sup>. Similarly, Mercan's research on education-job mismatches in Turkey identifies sectoral issues that have broad economic implications<sup>[19]</sup>.

Moreover, studies on merit scholarship programs and student loans reveal their influence on post-graduation labour market outcomes, with strategies aimed at reducing student debt and addressing income disparities to improve economic mobility<sup>[20]</sup>. Suleiman Bin Salem Al-Hussein also contributes to this discourse by proposing practical solutions to align higher education programs with labour market demands<sup>[21]</sup>.

The growing need for skilled translators in the globalized and technology-driven world highlights the importance of translation competence (TC) and its impact on job-market readiness. In this context, Lai and Chang emphasize the role of translation principles and techniques in improving cognitive processing and performance in sight translation tasks. Their findings stress the importance of integrating these principles into academic curricula to better prepare students for professional translation tasks and enhance job readiness<sup>[22]</sup>. Furthermore, Hazaea and Qassem examine

the implementation of instrumental translation competence in Saudi universities, revealing a gap in training related to translation technology. They argue for a more substantial integration of modern tools to enhance graduates' readiness in the digital translation landscape<sup>[23]</sup>.

In addition, Jacomard underscores the importance of work placements in postgraduate translation programs, stressing the necessity of preparing work supervisors and coordinators to ensure the success of practical training placements, particularly internships, which significantly improve job-readiness<sup>[24]</sup>. Similarly, Biloveský highlights the importance of interpersonal competencies—such as communication, teamwork, and stress management—for translators. These competencies are critical for meeting employer expectations and improving job performance in the labour market<sup>[25]</sup>. Likewise, Salamah explores the alignment between translation training programs and job-market requirements in Saudi Arabia, advocating for the integration of professional practices and job-market awareness into curricula. He also calls for specialized accreditation and licensing requirements to meet industry standards<sup>[26]</sup>.

Moreover, the growing trend of online learning in translation programs demands attention. Yürük investigates students' readiness for online learning, highlighting variations based on factors like age, gender, and prior technology experience. His research suggests that universities should assess and address students' preparedness for online learning to ensure effective participation and success in digital learning environments<sup>[27]</sup>. In a similar vein, Sánchez and colleagues examine the transversal competencies—such as self-regulation, empathy, and creativity—valued by employers in the language industry. Their research reinforces the need for curricula to emphasize these competencies to enhance employability in translation<sup>[28]</sup>.

In conclusion, the literature strongly supports the notion that practical training plays a pivotal role in bridging the gap between academic preparation and professional demands. By integrating comprehensive training methodologies and aligning educational outcomes with labor market needs, institutions can better equip graduates for successful careers. The rapid pace of globalization and technological advancements has significantly transformed the translation field, making skilled translators essential for international communication. As demand for translation professionals continues to rise,

academic programs must adapt to ensure that graduates possess the competencies needed by employers, addressing the gap between the skills developed in training and those required in the workplace. Ultimately, the literature stresses the importance of integrating both technical translation skills and soft skills in academic programs to ensure that graduates are job-ready. Practical training, modern technologies, and interpersonal competencies are key to bridging the gap between academic learning and labor market requirements, thereby improving job performance outcomes for graduates.

### 3. Methodology

The study utilized a mixed-methods approach to evaluate the impact of training programs on job performance among translation graduates. Specifically, quantitative data was collected through questionnaires, focusing on variables such as practical training, administrative support, and technology utilization. Meanwhile, qualitative insights were gathered via interviews with faculty members, employers, and graduates to provide a more nuanced understanding<sup>[29]</sup>.

- **Quantitative sample and population:** The sample size comprised 232 participants, representing about 35% of graduates from two universities: Sultan Qaboos University and Nizwa University in Oman.
- **Data collection:** The survey was created using Google Forms and distributed via WhatsApp. The principal investigator, being a translation graduate, facilitated access to the participants. Data was collected and saved in an Excel sheet.
- **Data analysis:** After transferring the data from the Excel sheet to SPSS and ensuring no issues were present, the research team analysed it using suitable tools to ensure validity and reliability.
- **Developing surveys:** The survey was developed through multiple steps. First, an initial version was created based on a literature review and aligned with the research questions and objectives. Second, the survey was sent to professors for feedback and evaluation. Third, a test sample was conducted to ensure the language was clear and there were no issues. Finally, the survey was finalized.
- **For the qualitative method,** the principal investigator selected several participants capable of providing valuable feedback. These participants came from diverse back-

grounds, including professors, employers, and graduate students, to help explain the phenomena.

- **Participation in the study:** selected participants took part voluntarily and were informed about the purpose of the study. They provided their consent to participate. Researchers did not request personal data such as phone numbers, email addresses, or names. As a result, participants' data was kept confidential.

The process was meticulously documented to ensure a comprehensive representation and to enhance the study's generalizability. Psychometric testing validated the research tools' reliability and accuracy, further strengthening the credibility of the findings. As stated, the researchers reviewed theoretical frameworks and prior studies to develop the questionnaire, identifying two core variables: training's role and its impact on job performance<sup>[29]</sup>. The subsequent statistical analysis revealed significant correlations, emphasizing the substantial impact of training programs on job performance<sup>[8]</sup>. In addition, stability analysis demonstrated high reliability across the study's axes, further supporting the robustness of its constructs. The procedural steps involved careful preparation of the questionnaire, its electronic distribution, and thorough analysis using SPSS. These steps collectively yielded meaningful insights into how training programs influence job performance, reinforcing the study's overall findings<sup>[30]</sup>.

By blending quantitative and qualitative methods, this study provides a comprehensive understanding of the effects of training programs on job performance among translation graduates. The findings contribute significantly to the

broader understanding of this phenomenon and underscore the importance of structured training initiatives in shaping graduates' professional outcomes<sup>[29]</sup>.

## 4. Results

This section synthesizes the findings stemming from the research questions, which were formulated to explore the impact of practical training programs on the job performance of translation graduates in the Sultanate of Oman. The study identified five key questions, centering on the reality of training, levels of job performance, and potential variations based on demographic factors such as gender, age, academic qualifications, and years of experience. Employing a descriptive approach, the researcher conducted a survey among 232 translation graduates in Oman and utilized the SPSS program for data analysis.

Regarding the first research question on the state of training, the study found that training standards in translation colleges in Oman were generally commendable, as shown in **Table 1**, with an overall mean score of 3.91 and a standard deviation of 0.61. Among the different aspects evaluated, the highest reality scores were attributed to the utilization of modern technology (mean = 3.91, SD = 0.63), educational programs for translation (mean = 3.84, SD = 0.67), and the practical training period during university studies (mean = 3.75, SD = 0.67). However, college administration support garnered the lowest score (mean = 3.68, SD = 0.83). These findings suggest a positive perception of training quality among translation graduates in Oman.

**Table 1.** Independent variable: role of training.

Dimension	Mean	Standard Deviation	Level
Use of Modern Technology	3.91	0.63	High
Educational Programs for Translation	3.84	0.67	High
Practical Training During University Study	3.75	0.67	High
Support from College Administration	3.68	0.83	High
Independent Variable: Role of Training	3.91	0.61	High

The arithmetic means and standard deviations for the job performance variable axes, as related to the third research question, were analyzed to explore gender and academic qualification differences regarding the reality of training in Omani translation colleges. The results, obtained through a t-test for two independent samples, are summarized below. Notably,

significant disparities favoring males were observed in practical training and college administration support, while no significant differences were found in educational programs or the use of modern technology. In contrast, no statistically significant differences were detected in training reality across the studied axes when considering academic qualifications.

These findings highlight gender-based discrepancies in training experiences and underscore the need for interventions to promote gender equity in translation education.

The research provides a comprehensive examination of the factors influencing training experiences and job performance among translation graduates in Oman. Initially, the study looked into age-related disparities in the training reality. It was found that practical training and college administration support showed significant differences across age groups, with younger participants benefiting more, while educational programs and technology utilization exhibited no notable variations.

Further investigation into age-related differences revealed stark contrasts between graduates aged 36 and over and those aged 25 and under. The younger group, particularly those aged 25 and under, exhibited more positive perceptions, especially in practical training and college support. In terms of professional experience, the study found that training experiences were consistent regardless of years in practice.

When examining the factors influencing job performance, the study analyzed the roles of gender, academic qualifications, age, and professional experience. While gender did not significantly affect job performance, academic qualifications played a notable role. Bachelor’s degree holders demonstrated higher performance and translation quality compared to their master’s degree counterparts. Furthermore, age emerged as a key factor, with younger graduates exhibiting superior job performance and translation quality, although commitment levels remained consistent across age groups. Interestingly, years of experience did not result in significant differences in job performance or its various dimensions.

The study also explored the relationship between training reality and job performance through linear regression analysis. The results revealed a significant positive effect, explaining approximately 20.9% of the variance in job performance. Additionally, correlations between different aspects of training reality and job performance were examined. Moderate positive relationships were found with practical training and technology use, while weaker positive relationships were observed with college administration support and translation training programs.

To determine whether the aspects of training reality in translation colleges in the Sultanate of Oman affect the job performance levels of graduates, a linear regression model was applied, with training aspects considered as explanatory variables and job performance as the dependent variable. As shown in **Table 2**, the regression model for the effect of training dimensions in Omani translation colleges on job performance was significant, with an F-value of 29.18. The results, including both standard and non-standard regression coefficients, as well as the T-test values and their corresponding probability values (statistical significance), are summarized for the training reality axes. According to the T-test, practical training during university studies has a weak, statistically significant positive effect on the job performance of graduates, with a regression coefficient of 0.381. In contrast, current college administration support has a weak, statistically significant negative impact on job performance, with a regression coefficient of -0.345. On the other hand, the use of modern technology has a statistically significant, moderate positive effect on job performance, with a regression coefficient of 0.445.

**Table 2.** Linear regression model to determine the impact of training dimensions in Translation Colleges in Oman on the job performance of translation graduates in Oman.

Job Performance	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t-Value	p-Value
Constant	1.47	0.235		6.249	0.00*
Practical Training During University	0.348	0.072	0.381	4.822	0.00*
Support from College Administration	-0.252	0.062	-0.345	-4.076	0.00*
Educational Programs for Translation	0.097	0.071	0.107	1.362	0.175
Use of Modern Technology	0.431	0.072	0.445	6.019	0.00*

**Model Parameters:** Correlation Coefficient: 0.583; F-value: 29.18; p-value: 0.000.

While the results showed a very weak, statistically insignificant effect of translation educational programs on the job performance of graduates from translation colleges in the

Sultanate of Oman, the coefficient of determination value (0.340) was revealed, which is statistically significant. This indicates that practical training during university study, col-

lege administration support, and the use of new technology explain 34% of the variance in the job performance levels of graduates from translation colleges in the Sultanate of Oman. The remaining percentage is attributed to other factors.

Regarding the findings from qualitative interviews, which shed light on the study's themes and phenomena, challenges in field training emerged as a significant issue for graduates. They often face difficulties in field training, primarily due to the limited availability of practical opportunities and the narrow scope of subjects offered in translation programs. The curriculum tends to stray from practicality, leaving students without essential skills and hands-on experience. Additionally, universities and colleges may fail to provide adequate support and guidance to students seeking beneficial training opportunities or professional assistance after graduation.

Furthermore, perceived limitations in translation education exacerbate the challenges students face. Translation graduates have expressed concerns about the lack of variety in the courses offered. Although some diversity exists, the programs mainly focus on vocabulary acquisition and terminological expressions within specific fields. Consequently, classroom activities often revolve around literal translation tasks, leaving little opportunity for deeper exploration or practical application of translation principles. This perceived shortcoming highlights the need for a more comprehensive and well-rounded approach to translation education.

In addition to graduates' perspectives, employer insights reveal a critical gap in translation education. Employers voice apprehensions regarding the competence of translation graduates, citing deficiencies in skills and adaptability to real-world translation tasks. The disconnect between academic instruction and practical demands exacerbates these challenges. For instance, employers recount instances where graduates struggle to meet job requirements due to inadequate preparation during their academic tenure. Some employers also emphasize the importance of creativity and subjective skills in translation, suggesting that specialization in translation does not always equate to proficiency in the field.

Furthermore, the need for targeted training and development emerges as a recurring theme. Employers highlight the necessity of extensive training and support to bridge the gap between academic learning and professional practice. Many graduates require additional guidance and hands-on

experience to enhance their translation abilities and adapt to workplace demands. Thus, training programs are essential in nurturing the skills and competencies required for successful translation careers. However, the effectiveness of such programs depends on their alignment with practical industry requirements and the availability of adequate resources for skill development. In short, the transition from academia to the workforce poses challenges for translation graduates, highlighting the importance of integrating practical training and real-world experiences into academic curricula. Ultimately, a concerted effort from educational institutions and employers is necessary to equip graduates with the skills and knowledge needed to thrive in the translation profession.

To begin with, colleges and universities face significant challenges in providing adequate practical training for translation students. Often, the training duration is too short to allow for effective skill development. Translation requires substantial time and focus, with extended practice needed to master the craft. However, colleges typically provide minimal support beyond establishing training periods and processing paperwork, lacking ongoing communication with training centres or financial assistance for students. Therefore, effective training requires comprehensive support, including material aid, moral encouragement, and consistent communication among colleges, students, and training centres. Institutions must monitor students' progress, guide them in selecting appropriate training centres, and ensure that correct translation principles are applied. Follow-up during training periods and personalized guidance are essential for skill development. Thus, colleges must enhance their support and resource provision to ensure a meaningful training experience.

Moreover, instances highlight a concerning lack of seriousness among both students and their families when it comes to the value of practical training. One employer recounts a particularly striking incident in which a guardian attempted to fast-track training documentation without any genuine involvement in the training process. This behaviour underscores a broader issue: many translation students, along with their families, appear to undervalue the essential role that hands-on training plays in preparing students for the workforce. Such attitudes not only diminish the significance of training but also point to a larger disconnect between academic expectations and the professional skills necessary for success in the translation industry.

In addition, employers and faculty members concur on the pressing need for curriculum strengthening in translation programs. Despite covering various types of translation, curricula often lack practical exercises, which are vital for deepening students' understanding and readiness for the field. In this regard, improved educational methods should not only integrate practical activities but also address modern challenges such as the role of technology in translation, while fostering essential skills like context comprehension and cultural sensitivity. Moreover, it is crucial for colleges to provide resources that support ongoing research and facilitate practical learning in both oral and written translation. Finally, the findings obtained through two research tools—questionnaires and in-depth interviews—underscore the challenges faced in translation training. Both sets of results reveal the limitations of available opportunities and the lack of diversity in training, which ultimately leads to insufficient skills and practical experience among students. Consequently, colleges face obstacles in delivering adequate practical training and support, which, in turn, affects the competency of translation graduates and their prospects in the job market. Therefore, it is imperative for university curricula to evolve to offer a comprehensive understanding and practical application of translation concepts. Emphasis should be placed on developing innovative educational methods and ensuring that students have access to the necessary resources for ongoing learning and skill enhancement, thus bridging the gap between academic learning and professional practice.

## 5. Discussion and Recommendations

This study explored the impact of practical training on job performance among translation graduates in Oman, highlighting the critical role of structured training in bridging the gap between academic learning and professional competence. The findings underscore the significance of practical training as a cornerstone in enhancing job performance and meeting labour market demands.

One of the key insights of this study is the pivotal role of practical training in improving the skillset of translation graduates. Previous research supports the view that hands-on learning is essential for translating theoretical knowledge into real-world application, and the study's findings further validate this claim<sup>[9]</sup>. Specifically, the use of modern tech-

nology and practical training during university studies were shown to positively influence job performance, as evidenced by the regression model, which indicated significant positive effects on graduates' professional outcomes<sup>[8]</sup>. This aligns with the work of other scholars who emphasize the importance of incorporating technology and practical experience into curricula to prepare students for the demands of the labour market<sup>[4, 14]</sup>. However, the study also identified weaknesses in the support provided by college administration, which had a negative impact on job performance. This finding highlights a critical gap in university support systems and suggests that academic institutions need to strengthen their engagement with students, ensuring that they receive adequate guidance and resources throughout their training<sup>[21]</sup>.

The study also reveals disparities in training experiences based on gender and age, echoing findings from previous research that indicate structural issues in education systems<sup>[18, 19]</sup>. For instance, younger graduates tended to have a more positive perception of training and exhibited higher job performance. These variations suggest that age and professional experience are important factors in shaping job readiness, and universities must tailor their training programs to address these differences more effectively<sup>[29]</sup>. Moreover, academic qualifications were found to influence job performance, with bachelor's degree holders demonstrating higher performance compared to those with master's degrees. This discrepancy could be attributed to the differing expectations and training approaches associated with each qualification level, and further research is needed to explore these dynamics in greater depth.

In addition to the quantitative analysis, the qualitative interviews offered valuable insights into the challenges faced by translation graduates in transitioning from academia to the workforce. Employers and faculty members highlighted gaps in the curriculum, particularly in terms of the limited diversity of translation topics and the insufficient emphasis on practical exercises. These insights align with the broader critique of higher education that underscores the disconnect between academic instruction and professional demands<sup>[17, 21]</sup>. Employers specifically pointed to the lack of preparedness among graduates in meeting real-world translation tasks, emphasizing the need for more targeted and comprehensive training programs that focus on practical, industry-relevant skills. These findings are consistent with prior research,



which calls for educational reforms that incorporate more hands-on training and address the evolving demands of the translation industry<sup>[5, 6, 12]</sup>.

Furthermore, the study revealed a concerning lack of engagement from both students and their families regarding the importance of practical training. This underscores the need for cultural change, where all stakeholders—students, educators, and families—recognize the value of experiential learning as a vital component of career preparation. Employers noted that many graduates required additional training and support to adapt to the workforce, emphasizing that the transition from academic learning to professional practice is often more challenging than anticipated<sup>[30]</sup>. These findings highlight the importance of not only enhancing the quality of training programs but also fostering a greater understanding of their significance among students and their families.

In short, this study provides valuable insights into the critical role of practical training in preparing translation graduates for successful careers. The results demonstrate that universities must enhance their training programs by integrating modern technology, expanding practical training opportunities, and offering better administrative support. Moreover, curriculum reforms are necessary to ensure that translation education aligns more closely with industry needs. By addressing these issues, higher education institutions can better prepare graduates to meet the demands of the labour market and ensure the continued growth and development of the translation profession.

## 6. Conclusions

In conclusion, this study underscores the critical role that practical training plays in shaping the job performance of translation graduates. Despite the importance of theoretical knowledge, the findings emphasize that hands-on experience and the integration of real-world practices during academic training are essential for ensuring graduates are adequately prepared for the workforce. By bridging the gap between academic learning and industry demands, this study highlights the need for universities and educational institutions to adapt their curricula and training methods to meet the evolving requirements of the job market. Furthermore, the research indicates that while certain training dimensions, such as modern technology and practical training, positively influence

job performance, there remain areas where improvements can be made, particularly in terms of institutional support and the integration of practical application into the learning process.

Theoretically, this study contributes to the broader discourse on the relationship between education, training, and job performance, particularly in the field of translation. It reinforces the idea that practical training is not merely supplementary but rather an integral component of the learning process. The findings align with previous literature that emphasizes the importance of bridging the gap between theoretical knowledge and practical application, a theme that is increasingly relevant in the context of a fast-changing global workforce. By providing empirical evidence of the positive impact of practical training, this study encourages further exploration into the ways in which educational institutions can evolve to better serve their graduates and ensure their skills are aligned with market demands.

For companies, the implications are clear: investing in the professional development of translation graduates can lead to enhanced job performance and greater adaptability in a competitive global market. Employers need to recognize the importance of providing continuous training and support to newly graduated employees, especially in industries where the demand for translation services is growing rapidly. The study highlights the need for a more collaborative approach between universities and employers, where both parties work together to ensure that graduates are equipped with the skills required to excel in the workplace. Companies can play a vital role in shaping the professional development of graduates by offering internships, mentoring, and hands-on experiences that complement academic training.

For students, the findings of this study suggest that they should actively seek opportunities to engage in practical training and internships during their studies. Such experiences are crucial for developing the skills and competencies that employers value, ultimately enhancing their job readiness and career prospects. Students must recognize that academic qualifications alone may not be sufficient in today's competitive job market, and they should take proactive steps to gain practical exposure to the field they intend to enter. This mindset will not only prepare them for the realities of the workplace but also foster a sense of professional growth and development. Universities, on the other hand, are called

upon to take a more dynamic approach to curriculum design and training programs. To meet the growing needs of the labour market, universities must not only focus on theoretical knowledge but also integrate more practical training opportunities that align with industry demands. By collaborating with employers and industry professionals, universities can ensure that their graduates possess the practical skills necessary for success in the workforce. Furthermore, it is crucial for universities to offer ongoing support to students, including career counselling, internships, and hands-on learning experiences, to help them bridge the gap between academia and professional practice. In summary, this study provides valuable insights for all stakeholders involved in the education and employment of translation graduates. It calls for a more integrated approach to training that combines theoretical knowledge with practical skills, ensuring that both students and employers' benefit from enhanced job performance outcomes. By addressing these challenges, educational institutions, students, and employers can work together to build a more competent and adaptable workforce, better prepared to meet the demands of an increasingly globalized and interconnected world.

Future research should explore the effectiveness of integrated practical training models, investigate the role of employer collaboration in curriculum development, and examine the long-term impact of training quality on translation graduates' career progression and adaptability to industry demands.

## Author Contributions

Conceptualization, A.A. and R.A.; methodology, A.A. and R.A.; software, A.A.; validation, A.A., R.A.; formal analysis, A.A.; investigation, A.A.; resources, A.A.; data curation, A.A.; writing—original draft preparation, R.A.; writing—review and editing, R.A.; visualization, A.A. and R.A.; R.A.; project administration, A.A. funding acquisition, A.A. All authors have read and agreed to the published version of the manuscript.

## Funding

No funds were received for this study.

## Institutional Review Board Statement

The primary investigator was an MBA student. This research has been approved by the university, primarily by the College of Business Administration, and the research advisor. The university board designated this task to the college at the time the research was conducted.

## Informed Consent Statement

The participants were informed about the purpose of the study, reassured that their names and data would remain private, and obtained their verbal agreement. They were also informed that they could withdraw from participation at any stage.

## Data Availability Statement

Data are available upon reasonable request.

## Conflict of Interest

The authors declare no conflicts of interest associated with this article.

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