



## Enhancing the capabilities of students after graduation - a case study at university of economics and business administration - thai nguyen university, vietnam

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**Abstract.** Employment after graduation is always an issue that is of concern not only for students but also for families, schools and society. Having a job in the right career training is always a dream of most not only for graduate students but also for those who are still sitting on university lecture chairs.

In universities in Vietnam, this is a challenge issue for schools and businesses to find out solutions for increasing employment ratio of students after graduation.

This papers uses descriptive statistic methods and qualitative data analysis in the case of Thai Nguyen University in Vietnam to generate proper recommendations for schools and society.

**Keywords:** Employment ration graduation, students, Vietnam.

### I. INTRODUCTION

In recent times, jobs have become difficult to find due to many reasons, including difficulties in production and business activities, narrowed labor recruitment demand. For state agencies and organizations, the need to recruit civil servants and public employees is increasingly demanding on quality and in some places in excess of quantity. Not only for non-public universities, even reputable public universities, not graduate students have jobs. Another reason, the establishment of more training institutions (colleges and universities) leads to an increasing number of students being trained in the same disciplines and majors, and oversupply. Subjectively, whether to get a job or not is very much related to the qualities, capabilities, qualifications and skills of the trained person.

In fact, the number of candidates registering to apply every year to find a job is quite large, but the results of the number of people who can meet the requirements of employers are still very limited. Facing the above challenges, it is required that training institutions and learners themselves (students) have to have a new perspective on employment issues after graduation.

The Government's education development strategy 2011-2020 has defined the training goals of higher education as: "Training people with creative capacity, independent thinking, civic responsibility, professional ethics and skills, foreign language ability, labor discipline, industrial style, self-employment capacity and ability to adapt to fluctuations of the labor market ...".

Deeply aware of the training of human resources to meet the requirements in the new situation, over the years, with possible efforts, the University of Economics and Business Administration has implemented many solutions to improve the quality the amount of training through updating training programs and textbooks towards modernization, actively innovating teaching methods, accelerating the application of information technology in teaching preparation, strengthening practice, practice, and group creative youth club organization, focusing on educating students soft skills in communication, situation handling, foreign languages, informatics, encouraging students to participate in scientific research ... After

4 The school year, from unfamiliar students today, has become mature, with basic knowledge, specialized knowledge and skills necessary to become a good employee.

Over 90% of graduates have jobs in the first 6 months, this is a great effort of the school and the students' learning and training efforts. The above number is significant in the current difficult job search situation. The results are important, but not solid and have not met the desired requirements. A part of students still do not have a job, of which the reason is that they do not meet the requirements on output standards, especially in foreign languages and informatics; on the other hand, the ability to self-create jobs, the dynamism and adaptation of students to the employers' requirements is also limited, of course, the objective factor is not excluded due to the lack of labor recruitment demand. This leads to the need to carry out research on capacity building of students after graduating from University of Economics and Business Administration - Thai Nguyen University.

## II. LITERATURE REVIEW

Richardson et al (2014) mentioned that students merely satisfice many aspects of their lives, with time set aside for reading and assignment preparation being areas that are most likely to suffer in order to allow students to engage with part-time work. Possible options available to higher education institutions to adapt to, and remedy, the situation are explored in the conclusion.

Beside, Thuy, V.T.B (2012) stated that Ho Chi Minh Ideology of "growing humans" is the system of viewpoints on training, educating humans in order to serve the cause of building and protecting the nation. "Growing humans" is the primary strategy of the Vietnamese Revolution, which not only meets the requirements of the Revolution but also prepares for the future. "Growing humans" is creating Vietnamese people developing their whole virtues, of which morality is the foundation. "Growing humans" is the permanent revolutionary cause associated with the strategy and policy on socio economic development.

Next, O'leary (2016) signaled some important trends in experiences and attitudes, as well as variations by discipline and gender. While one in 10 graduates prefer a disciplinary focus with just indirect attention to employability, nine in 10 want employability to have greater emphasis, albeit those preferences vary between optional and integrated approaches.

Then, Evans and Richardson (2017) stated that While universities are increasingly providing opportunities for experiential learning, typically a placement year or internship, a growing number of students are undertaking self-initiated part-time work alongside their full-time degree studies. This part-time employment, typically in retail or hospitality, will help develop the skills, attributes and behaviours that employers demand. However, it is important that graduates are able to elucidate their learning to future employers during the graduate recruitment process. The purpose of this viewpoint article is to challenge full-time degree students who are working part-time to record (perhaps through a logbook) and reflect on their work experience so that they will be able to provide concrete examples to reinforce their skills and experience. The article concludes by discussing the role of universities in the process.

Last but not least, Rahman and Islam (2018) pointed students' experience about their career life will help us to find out the problems faced by the fresh IPE graduates as well as it will help us to solve the problems in our University life. We analyzed the data & build methodology through the brainstorming process & finally achieved our result. This will provide a way to overcome the problems faced by the fresh IPE graduates in their initial career.

## III. RESEARCH RESULTS

### 1. General Information about the Survey Object

*Table 1. Statistics on student sex*

Sex	Students in survey	Ratio (%)
Female	702	77,4
Male	205	22,6
<b>Total</b>	<b>907</b>	<b>100</b>

(Source: Student Affairs Department)

The research results in the table above show that the majority of students after graduating from the University of Economics and Business Administration in 2020 are female with 77.4%, the rest with 22.6% are male students who are good industry. This is completely understandable because the actual number of students of the University has a number of female students mainly due to the specificity of the training fields.

*Table 2. Statistics on the number of students surveyed according to each training industry*

Training	Number of students graduated	Number of students surveyed	No of students responding	Percentage of students responding / total graduates (%)
Accounting	389	389	387	99,5
Bus. Administration	137	137	131	95,6
Finance Banking	126	126	112	88,9
Tourism	20	20	20	100
Marketing	12	12	12	100
Economic Laws	75	75	69	92
Economics	148	148	128	86,5
<b>Total</b>	<b>907</b>	<b>907</b>	<b>859</b>	<b>94,7</b>

(Source: Student Affairs Department)

The determination of the rate of surveyed students is calculated according to the guidance in Official Letter No. 2919 / BGDĐT-GDĐH dated July 10, 2017 of the Ministry of Education and Training on the Survey of employment status of graduates. To get the response rate / total number of prescribed graduates, the survey surveyed 907 students, in which by gender: 702 female students (accounting for 77.4%), Male is 205 students (accounting for 22.6%). No. the number of students responding the most reached the rates of 100% and 99.5%, respectively. The industry with the lowest student response rate is Economics, the reason is because students change their phone numbers and Lao foreign students have returned home so they cannot contact students.

## 2. Employment Status

### 2.1. Statistics on Employment Status of Students after 1 Year of Graduation

*Table 3. Statistics on employment status of students after 1 year of graduation*

No of students responding	Employment status (students)		
	Hired	Study advanced	Not hired
(1)	(2)	(3)	(4)
859	811	17	31

(Source: Student Affairs Department)

*Table 4. Statistics on employment status of students by training major*

Training major	No of students responding	Employment status (students)			Employment rate %
		Hired	Study advanced	Not hired	
Accounting	387	364	10	13	96,6
Bus. Administration	131	126	3	2	98,4
Finance Banking	112	104	1	7	93,7
Tourism	20	19	0	1	95
Marketing	12	12	0	0	100
Economics Law	69	67	1	1	98,5
Economics	128	119	2	7	94,5
<b>Total</b>	<b>859</b>	<b>811</b>	<b>17</b>	<b>31</b>	<b>96,4</b>

(Source: Student Affairs Department)

The formula for calculating the percentage of students employed is calculated:

Student employment rate = (Number of employed students + Number of students in advanced study) / Number of students surveyed with responses \* 100.

Table 3 shows that the majority of students after graduating 1 year have jobs (accounting for 96.4%). This proves that the University's ability to find jobs as well as self-create jobs after graduation is very good. Including Marketing, Business Administration and Economic Law, the proportion of graduates with almost absolute jobs, followed by Accounting, Tourism and Travel Management, Economics and Banking and Finance. The reason is that, the University always considers the output mission as the central task to improve the quality of training for students to ensure that students will have jobs when they graduate.

## 2.2. Difficulties in Finding Work of Students who do not have Jobs

*Table 5. Statistics of difficulties in finding jobs for students who do not have jobs*

Causes	No of students chosen
Lack of professional knowledge and skills	0
Lack of work experience	1
Lack of recruitment information	1
Computer or foreign language not satisfied	3
Have not found a job as wish	12
<b>Total</b>	<b>17</b>

(Source: Student Affairs Department)

Surveying students who do not have a job about difficulties in finding a job, the main reason is that students have not found a satisfactory job, in addition to lack of work experience and reasons for getting married, taking maternity leave. Real estate (14 students) is also the reason why students of the University do not have jobs. 2.2.3. Statistics of job search path, time when students have a job after graduation and student's work area.

*Table 6. Statistics on students' path to finding employment*

The path of job hunting	Number of students	No of students	Ratio (%)
Via consultancy and school supporting activities	30	30	3,7
Reference from friends, relatives	329	329	40,56
Recruitment advertising channels	363	363	44,75
Self-employment	89	89	11
<b>Total</b>	<b>811</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

Survey results on student job hunting paths (Table 6) show that the majority of students find jobs through recruitment information through friends, family referrals or on the advertising media of enterprises. A relative proportion (11.0%) of graduates have the ability to create jobs for themselves, mainly in the form of opening shops and self-employed shops.

*Table 7. Statistics on the period of employment after graduation*

Time to have a job after graduation	No of students	Ratio (%)
Have a job immediately	586	72,2
Have a job in 6 months	213	26,2
Have a job after 6 months	12	1,5
<b>Total</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

According to the statistics in Table 7, the percentage of students of the University having jobs in the first 6 months after graduation is quite high. Especially, up to 72.2% of students get jobs right after graduation. It shows the acumen and dynamism of the University's students in job seeking, at the same time it also partly shows the quality of the University's training, the response to the needs of the labor market.

*Table 8. Statistics on the working sector by economic sector*

Working area by economic sector	No of students	Ratio (%)
Government	98	12.1
Private sector	514	63.4
Joint venture	109	13.4
Self-employment	90	11.1

<b>Total</b>	<b>811</b>	<b>100</b>
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(Source: Student Affairs Department)

The working area of graduate students shown in Table 8 is mainly located in the private sector, accounting for 63.4%. The remainder is distributed according to foreign joint ventures (13.4%), State sector (12.1%) and self employment and individual business (11.1%).

### 2.3. Survey about the Usefulness of Knowledge that was trained at the University to Students' Work

*Table 9. Assessment of students with employment to knowledge has been trained at the School*

The usefulness of knowledge trained at the University for the job	No of students	Ratio (%)
Very useful	142	17,5
Useful	666	82,1
Not useful	3	0,37
<b>Total</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

Through the survey, very few students rated that the knowledge that was trained at the University is not useful for their current job (0.37%), the remaining rate 82.1% rated it as helpful and 17.5% rated it as very helpful with the job.

### 2.4. Survey of Employment Suitability with Training Industry

*Table 10. Statistics on the degree of relevance to the training sector of the job*

suitable for the industry trained	No of students	Ratio (%)
Suitable	224	27,6
Relatively suitable	508	62,6
Not suitable	79	9,74
<b>Total</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

According to the statistics in Table 10, the percentage of graduates with jobs suitable to their major is 27.6%; 62.6% of the students surveyed said that their current job is relatively suitable for their major and 9.74% said that they did not work against the major, not suitable for their major studied.

*Table 11. Statistics on the degree of relevance to the training sector of the job, classified by each discipline*

Training major	Students hired	Suitable to industry trained (students)			Suitability ratio to industry % (6)=[(3)+(4)]/(2)* 100
		Suitable	Relatively suitable	Not suitable	
(1)	(2)	(3)	(4)	(5)	(6)
Accounting	364	62	298	4	98,9
Bus. Administration	126	44	72	10	92,1
Finance banking	104	37	40	27	74
Tourism	19	6	8	5	73,7
Marketing	12	5	5	2	83,3
Economic Law	67	18	33	16	76,1
Economics	119	52	52	15	87,4
<b>Total</b>	<b>811</b>	<b>224</b>	<b>508</b>	<b>79</b>	<b>90,3</b>

(Source: Student Affairs Department)

The statistical results in Table 11 show that: The training disciplines of the University of Economics and Business Administration training students with jobs that are appropriate or relatively relevant to the field being trained. In which, there are Accounting, Business Administration with high rates of over 90%; In other fields, students with jobs that are suitable and relatively suitable for their majors have a lower rate, especially tourism and travel administration and finance and banking, which have a higher rate the lowest rates are only 73.7% and 74% respectively.

## 2.5. Survey about Access to Specialized Duties within the Company

*Table 12. Statistics on access to specialized duties within the company*

Difficulty in accessing professional duties in the company	No of students	Ratio (%)
Have	145	17,9
Have not	666	82,1
<b>Total</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

According to the statistics in Table 12, we see that the percentage of graduates having difficulty accessing professional duties in the company is 17.9%. Most students have adapted and grasped with their job duties.

## 2.6. Average Income / Month

*Table 13. Statistics on average monthly income of students*

Average income/month	No of students	Ratio (%)
Under 3.5 m VND	15	1,85
3.5 - < 5 m VND	116	14,3
5 - < 7 m VND	396	48,8
> 7 m VND	284	35,0
<b>Total</b>	<b>811</b>	<b>100</b>

(Source: Student Affairs Department)

According to Table 13, statistics on the average monthly income of students from work, students with an income of more than 5 million VND reach a quite high rate, only a small proportion of students with an average income of less than 3, 5 million dong (1.85%).

## 2.7. Improve the Working Capacity of Students after Graduation under the Evaluation of Employers and Alumni

Working capacity is a combination of individual attributes of employees to meet the requirements of the job and ensure that the job achieves high results. In order to research on the working capacity of the graduates of the University of Economics and Business Administration, the research conducted in-depth interviews with employers about the requirements of employees' working capacity from their side. Since then, building three groups of criteria for capacity assessment as follows: Group of specialized knowledge, specialized in Economics and Business Administration; Skills group includes communication skills, foreign language skills, computer skills and team work skills. The group of attitude qualities includes cooperative attitude and accountability. Each criterion will be designed as a question with 3 levels and given a score for each level: Good (3 points), satisfactory (2 points) and unsatisfactory (1 point).

*Table 14. Work capacity of University of Economics and Business Administration students according to the evaluation of the employer*

STT	Criteria	Average mark
1	Specialized knowledge applied to the work	1,99
2	Communication and negotiation	2,55
3	Teamwork	2,42
4	Ability to use foreign languages at work	1,86
5	Ability to use IT	2,58
6	Ability and attitude to cooperate with colleagues	2,89
7	Responsibility at work	2,78

(Source: Results of survey data analysis)

The survey results show that alumni of the University of Economics and Business Administration ensure and achieve from average to fair in most of the criteria for evaluating working capacity. Thereby, the two criteria that the employer has the lowest evaluation are (i) Specialized knowledge applied to the job; and (ii) The ability to use foreign languages at work is below 2.

In addition, employers also showed their appreciation for the quality and working attitude of alumni, in particular in the criteria of ability and attitude to collaborate with colleagues and accountability in the public job.

#### IV. CONCLUSION

The survey results show that most of the University's students, after 1 year of graduation, have jobs (accounting for 96.4%); The proportion of graduates who have suitable jobs, relatively suitable to the major of training has a high rate (90.3%). However, there are still 9.74% of graduates whose jobs are not suitable for the training major. Therefore, the study conducted directional exploration to improve students' competencies. Results are shown in Table 15.

*Table 15. Statistics oriented capacity building of students*

<b>Recommendations</b>	<b>Chosen students</b>	<b>Ratio % chosen /Hired students</b>
Additional soft skills training courses	261	32,2
Increase practice time / at work	126	15,5
Employers commit to accept students to work after graduation	296	36,5
The school constantly updates recruitment information of businesses	128	15,8

(Source: Student Affairs Department)

According to the survey results, 811 students have jobs after 1 year of graduation about solutions to help students get jobs, 32.2% of students choose additional solutions to soft skills training courses; 15.5% of students choose the solution to increase the time of practice / practice; 36.5% of students choose the solution, employers commit to receive students to work after graduation; 15.8% of students choose the solution The school continuously updates recruitment information

From that result, the study proposes some of the following recommendations:

#### **Career Orientation before Training**

Each student must determine his or her passions, abilities suitable for what major and the employment situation of that industry in the place they intend to work. If the criteria for students are clearly defined, there will be a clearer direction right from the university lecture hall. In fact, a lot of students who are studying in the middle of one major change their disciplines because they realize that their true ability and passion are not in the field they are studying. However, there are many other students who do not dare to change because they have learned half the way, if they change, it will be very costly for their families, so try to endure. It is the students choosing the wrong industry for their competencies that is the first mistake. Next, if the students are not interested in that major, it is even more dangerous, because we cannot succeed when we do the work we do not love.

#### **Oriented Soft Skills Practice for Students**

Today, when information technology platforms develop at a dizzying speed, students have a lot of experience and create jobs right from the school. Although sometimes the jobs are not related to the training industry, but also an opportunity for students to experience and engage in real life. These practical experiences are essential to build soft skills, making it easier for students to graduate from college. In addition to the students themselves, from the perspective of the training environment, the school needs to bring new students to businesses to visit and see the actual work they choose. Since then, there are clear orientations and more solid knowledge and skills for luggage after graduation.

#### **The School Connects with Businesses**

Previously, students only had the opportunity to find jobs in state administrative and non-business units, now there are about 51, 8000 enterprises nationwide. This is also considered a vocational training system, training for university and postgraduate... Therefore, schools and businesses need to connect and cooperate with each other to help students access to real environments.

When the school coordinates with businesses, it will create many job opportunities for students, and the application of information technology will greatly support the learning of students and faculty. The connection with many businesses related to the training majors of each school will be a stable and sustainable source of output for the school.

In training, if we know a close combination between theory and practice, it will reduce the pressure on human resources, also the motivation for the school to further improve the quality of the labor force, contributing part to meet the increasing demands of the business.

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