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## Factors affecting career opportunities abroad for students of the faculty of business administration at Hoa Sen University

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### Abstract

Research to analyze factors affecting career opportunities of lecturers at the Hoa Sen University in Ho Chi Minh City with the aim of aiming at educational work and teaching effectiveness at universities in general and Hoa Sen University in particular. To ensure accurate research based on data survey, it is carried out through Cronbach's alpha reliability test, exploratory factor analysis (EFA) model, multivariate regression analysis, and analysis. With the need to promote modern education, it is necessary to strengthen the organization of accreditation of factors affecting career development.

**Keywords:** career opportunities, business administration, university of economics, Hoa Sen University, HCMC

### 1. Introduction

#### 1.1. Reason for choosing the topic

In today's society, the issue of employment is always a hot issue, receiving attention not only from the press, agencies, and businesses, but it is deeply ingrained in the thoughts of many students right from the time they are still young. Sitting in school are constantly accumulating knowledge and experience to achieve their noble goals in the future. In terms of behavioral capacity, students are an important part of the working age group. They have great physical and mental strength. In terms of purpose, students go to school to have knowledge to be able to work and work after graduating.

Following the trend of opening up integration with countries around the world, in the process of international integration, especially when our country has joined the ASEAN free trade area (AFTA) and the Comprehensive Partnership Agreement and Trans-Pacific Partnership (CPTPP), the problem of finding jobs will become more diverse and not less challenging for Vietnamese workers. So a question arises: "If you have the opportunity to study and work abroad, do you want to try your hand?". Vietnam has been opening up job opportunities for all professions, especially opportunities to work abroad for students who have just graduated. In the world today, many countries lack high-quality human resources. Due to the impact of the Covid-19 epidemic, future trends are difficult to predict, but in the next few years there will be many major international events taking place. Along with that, countries and businesses will Foreign countries are promoting further globalization, and the trend of recruiting foreign workers in the future is expected to continue to strengthen.

Grasping that mentality, many colleges and universities now have joint training programs on expertise and employment. However, there are many factors that affect job opportunities for new graduates such as qualifications, foreign languages, visas, etc. Therefore, research on the topic: "*Factors affecting the basic Overseas career association for students of Hoa Sen University's Faculty of Business Administration*" is a necessary issue.

#### 1.2. Purpose of researching the topic

The goal of the research is to identify factors that affect the career opportunities of students abroad. This article analyzes the reasons leading to this cause and identifies factors that affect finding a job. of students, thereby helping students to be proactive, career-oriented, and well prepared to enter the labor market effectively.

▪ Process and synthesize the reasons affecting the choice of a career abroad by new graduates, collected during the

survey process.

- Identify factors affecting the employability of new graduates
- Provide and analyze the key reasons affecting students' choices
- Provide solutions for negative impacts during the survey, based on the research process
- Propose policy opinions to improve job opportunities for new graduates in foreign markets

### 1.3. Research object and scope of research

- Research object: Career opportunities abroad for students after graduation. The research focuses mainly on factors affecting career opportunities.
- Scope of research: Due to time constraints, limited knowledge and within the framework of the essay, the research will be limited as follows:
  - + Regarding space: Students of the Faculty of Business Administration at Hoa Sen University and expanding to a number of large universities in the area.
  - + Regarding time: Analytical data is mainly data collected over the years.
  - + Regarding content: The topic focuses on researching the current situation of factors affecting the career opportunities of students of the Faculty of Business Administration at Hoa Sen University

### 1.4. Research Methods

Through a survey to collect information from students of the Faculty of Business Administration about factors that can impact career opportunities abroad. Survey using a questionnaire for students to answer. Surveys are conducted on phones via Google Drive.

Through experimental research can be conducted to study the causes and effects that impact overseas employment opportunities for students of the Faculty of Business Administration.

Research secondary data to predict other impact factors in the future

Observe students of the Faculty of Human Resources Management and factors that can impact career opportunities abroad to record data.

## 2. Theoretical basis

### 2.1. Conceptual basis

#### 2.2. Overview of studies on factors affecting students' career opportunities abroad

Many studies have shown that there are many different factors that affect students' ability to find jobs after graduation. According to Nguyen Thi Khanh Trinh (2016), the higher the academic results, specifically the higher the graduation score, the higher the student's probability of having a job after graduation. Besides, graduation classification has a positive impact on students' employment after graduation (Vo Van Tai and Dao Thi Huyen, 2016).

Research by Pandey et al. (2014) also shows that being proficient in a foreign language can help candidates leave a good first impression and have a higher chance of getting the position for which the candidate is applying. Foreign language proficiency has a positive impact on students' employment after graduation (Vo Van Tai and Dao Thi Huyen, 2016). Research by Nguyen Thi Khanh Trinh (2016)

also shows that the higher the English score, the higher the student's probability of having a job after graduation. Hard skills factors such as technical skills and professional skills also impact students' ability to find jobs. Kantane and colleagues (2015) pointed out that professional skills, knowledge, and planning ability are also important factors in employers' needs for employees.

Professional knowledge is one of the factors that positively impacts students' ability to find jobs after graduation (Nguyen Thi Thanh Van, 2016). According to Nguyen Thi Thanh Van (2016), soft skills are one of the factors that positively impact the employability of new graduates. On the other hand, participating in soft skills courses has a higher probability of having a job after graduation than other students (Nguyen Thi Khanh Trinh, 2016). At the same time, Majid et al. (2012) pointed out that appropriate soft skills play an important role in career success as well as in social interactions in society, with five important soft skills Top are: teamwork and collaboration, decision making, problem solving, time management and critical thinking skills. Besides, graduates need to have other soft skills such as leadership, communication, analytical thinking... to ensure they can find a job (Hossain et al., 2018).<sup>52</sup>

Research results from Kantane and colleagues (2015) show that awareness at work, especially honesty, is one of the important factors in employers' needs for employees. At the same time, the quality of students has an impact on students' ability to find jobs after graduation (Nguyen Quang Thuan, 2019). Research Nguyen Thi Thanh Van (2016) also concluded that job satisfaction is one of the factors that strongly impact students' ability to find a job after graduation. Many studies have shown that there are many different factors that affect students' ability to find jobs after graduation. The quality of students reflects work efficiency through three pillars: knowledge, skills and attitudes. The higher the academic results, specifically the higher the graduation score, the higher the probability of a graduate having a job. Research by Pandey and colleagues also shows that being proficient in a foreign language helps candidates leave a good first impression, and has a higher chance of getting the position for which the candidate is applying. Foreign language proficiency has a positive impact on students' employment after graduation. Hard skills as well as technical skills and professional skills also impact a student's ability to find a job. Kantane and colleagues pointed out that technical skills, knowledge, and planning ability are also important factors in employers' needs for employees. Soft skills are one of the factors that positively impact the employability of new graduates. On the other hand, participating in soft skills courses has a higher probability of having a job after graduation than other students. Besides, graduates need to have other soft skills such as leadership, communication, thinking, analysis,... to be able to ensure they find a job.

### 2.2. Hypothesis about the influence of factors on students' career opportunities abroad

#### 2.2.1. Professional qualifications

This is the first passport that helps employers find compatibility in candidates. In fact, there are many talented people doing the wrong thing industry is trained, but shows very good capacity. Therefore, the degree does not need to be in the same field, similar professions can also be accepted.

### 2.2.2. English level

Foreign language is a necessary requirement when applying for a job. Amid the "multinationalization" trend of companies, knowing at least one foreign language will help candidates stand out and easily get jobs that suit their abilities, qualifications, and find information. Recruitment will expand many attractive positions.

### 2.2.3. Practical work experience

This is what employers want candidates to possess the most. Good candidates will know how to use practical work experience to overcome the limitations of qualifications and gender.

### 2.2.4. Learning outcomes

The higher the academic results, specifically the higher the graduation score, The probability of having a job for graduates will be higher.

### 2.2.5. Soft skills - an advantage in integrating into the working environment

+ *Flexible communication skills*: If industries with a lot of communication such as sales, public relations, etc. are required to possess excellent communication skills, other occupations also require candidates to have this skill to a certain extent. not small. Because communication skills are not only demonstrated while doing tasks, but also when: Dialogue with colleagues; Discuss and propose development strategies for departments; Coordinate plan implementation with other departments across the enterprise; Even resolving conflicts at work always requires communication skills from employees.

+ *Team work*: each production and business activity is a chain connecting many factors

Contributions from different individuals and departments. Therefore, a candidate needs to possess the ability to work effectively in a team.

+ *Presentation and time management skills*... In particular, time management skills help students not to indulge in social networks and entertainment, thereby working ineffectively and reducing productivity. During the learning process, students need to participate in exciting extracurricular programs, clubs, classes,... to practice soft skills.

+ *Problem solving skills*: Any job will have difficulties and challenges coming from unexpected, unplanned incidents. Real-life situational questions are always used in interviews for this purpose. Therefore, students need to have the ability to think and know how to find solutions for candidates.

+ *Proficiency in using information technology*: Employers test candidates through a software skills test if necessary. Normally, candidates will have to self-improve during the work process. However, this is one of the challenges for candidates in a new workplace.

## 3. Research methods

The research methods used in the project include: qualitative research methods and quantitative research methods.

Qualitative research method: The authors have analyzed and researched documents, articles, interviews, scientific journals or previous research topics related to the topic that the group of authors discussed. The author is researching "Factors affecting career opportunities abroad for students of the Faculty of Business Administration " in order to find relevant

information and identify issues that need to be addressed. resolved in the topic. Because the information the authors searched for is secondary data, which is data that is already available from previous studies and is widely published, there are many documents related to career opportunities abroad. of domestic and foreign students, so the authors need to carry out the process of screening the most relevant information to ensure accuracy and eliminate information not related to the research topic. . In addition, in this qualitative research method, the authors also applied interviews with some of the main subjects in the research topic, which are students of the Department of Business Administration to clearly identify influencing factors, designing a set of questions for the research model as a premise for the quantitative research of the topic.

Quantitative research method uses factors that affect students' career opportunities and considers the influence of each factor to find the most relevant impact factors on career opportunities. students abroad based on information and documents of qualitative methods to be able to highlight more impacts of factors affecting career opportunities abroad. In summary, the main research method of the author group is to collect and search for secondary data information related to the research topic and then carry out the screening process to summarize theories in order to analyze the research topic. Analyze and prove that the influencing factors and arguments proposed by the research team are well-founded and reliable. Combine additional methods such as using online surveys, surveys sent to survey students of the Department of Business Administration and a number of other students as well as some seniors. have graduated about their needs and career opportunities abroad to have better orientation for themselves in the future. Through the effective support of the Internet and social networks that are widely used today such as Facebook and Zalo, the authors have easily collected a lot of information with the least cost for their research topic. about the issue "Career opportunities abroad for students".

### 3.1. Research Tasks

Working abroad is a dream job for everyone, helping us improve our lives in terms of income, knowledge, as well as achieving certain achievements in life. But not everyone has the opportunity to work right at a business or company abroad because working abroad also means we have to perfect and practice a lot more.

After conducting a brief survey, the authors proposed to find out the factors that affect career opportunities abroad, including the following factors: Lack of professional knowledge, Lack of professional skills, lack of work experience, Lack of recruitment information, No need to work abroad, and most importantly, Foreign language skills do not really meet the recruitment requirements of businesses or companies. foreign.

So in order to solve the factors that affect as well as the shortcomings in the opportunity to find jobs abroad, students need to improve and gain more knowledge, work experience as well as foreign languages and attitudes. More importantly, you must have the will to progress in your own choices.

### 3.2. Research content

- The study contributes to the theoretical system of employment opportunities on the issue of employment opportunities in foreign enterprises. This research helps students identify the inevitable factors that affect the

opportunity to find jobs at foreign businesses or companies in the future and have orientations to promote job opportunities for themselves. .

- For foreign businesses and employers, this research helps them grasp the overall situation of employment structure in the era of "multinationalization" and come up with adjustment options. on the structure and employment standards of the enterprise accordingly.
- Compared to the opportunity to find a job domestically, the opportunity to get a job abroad is what we can grasp to change our lives for the better. The opportunity to work in a more professional environment and generate higher income is created by us students, so we need to be flexible in every situation to be able to easily grasp the opportunity. easier.
- The above research article has contributed a lot to the research system on factors affecting career opportunities in terms of concepts and solutions to support jobs and businesses. In this study, we would like to add to the employment research system a survey of factors affecting employment opportunities at foreign enterprises.

#### 4. Problem to be researched

- With many countries lacking skilled personnel with specific skills or for certain occupations, your expertise will certainly be sought after and valued. If you are facing fierce competition from the domestic labor market, expanding your job search abroad is also a way for you to increase your chances of finding your dream job. Working abroad is a great opportunity to grow, both personally and professionally. In addition to the skills you learn on the job, you can "benefit" from everything this culture has to offer, not to mention you will definitely become fluent in a new foreign language. Looking for a job abroad is a trend favored by many new graduates in recent years, because in addition to experiencing culture and learning a new lifestyle, there are many benefits both in terms of career and spirituality. God. Students with university degrees or higher and are fluent in foreign languages, especially English, have more opportunities to find jobs abroad. This is also a great opportunity for Vietnam's high-quality labor force to rub and improve. improve professional skills in advanced countries, thereby increasing the ability to adapt to a professional, multicultural working environment. As a young graduate, any experience is valuable, but if you can find a "landing zone" abroad, this will not only help you expand your work experience but also improve your cultural awareness. Chemistry, flexibility, communication skills and a series of other skills are highly valued by many employers. But the students' weakness is the lack of soft skills, teamwork, awareness, working style, especially foreign languages. Therefore, to apply for a job at a foreign company, students need to be fluent in foreign languages, in addition, they need to be confident, agile, proactive in demonstrating their abilities, and the ability to handle situations. ... will catch the eyes of foreign employers. Working for foreign companies is always the dream and

goal of many young people because of the development opportunities and good remuneration. However, besides those advantages, this environment also has many difficulties that require you to try to overcome. In an environment where the working machine never stops, it is a "forge" for steely spirits who dare to cope with pressure and arrange work flows most effectively. For any job, any working environment will have certain benefits and difficulties, but if you know how to try and strive to overcome them, you will definitely achieve success in your career. his career.

#### 4.1. Sample statistics

The survey process will be conducted from October 1, 2022 to October 15, 2022. After completing the survey questionnaire, the questionnaire was sent to Hoa Sen University students. The results were 105 responses. After eliminating unsatisfactory responses, the remaining results were 100.

**Table 1:** Gender statistics

|     |        | Frequency of appearance | Percentage |
|-----|--------|-------------------------|------------|
| Sex | Male   | 43                      | 43         |
|     | Female | 57                      | 57         |
|     | total  | 100                     | 100.0      |

**Table 2:** Foreign languages support for employment

|                  |         | Frequency of appearance | Percentage |
|------------------|---------|-------------------------|------------|
| Foreign Language | English | 48                      | 48         |
|                  | Chinese | 20                      | 20         |
|                  | Korean  | 15                      | 15         |
|                  | French  | 6                       | 6          |
|                  | German  | 11                      | 11         |
|                  | total   | 100                     | 100.0      |

**Table 3:** Soft skills

|             |                        | Frequency of appearance | Percentage |
|-------------|------------------------|-------------------------|------------|
| Soft skills | Presentation skills    | 35                      | 35         |
|             | Communication skills   | 25                      | 25         |
|             | Teamwork skill         | twelfth                 | twelfth    |
|             | Problem-solving skills | 8                       | 8          |
|             | Negotiation skills     | 20                      | 20         |
|             | total                  | 100                     | 100.0      |

**Table 4:** Experience

|            |                         | Frequency of appearance | Percentage |
|------------|-------------------------|-------------------------|------------|
| Experience | No experience necessary | 0                       | 0          |
|            | 1 month to 12 months    | 23                      | 23         |
|            | 12 months to 24 months  | 65                      | 65         |
|            | Greater than 24 months  | twelfth                 | twelfth    |
|            | total                   | 100                     | 100.0      |

**Table 5:** Desired salary

|      |                  | Frequency of appearance | Percentage |
|------|------------------|-------------------------|------------|
| Wage | Under \$1000     | twelfth                 | twelfth    |
|      | Over \$1000      | 17                      | 17         |
|      | From 2000-5000\$ | 52                      | 52         |
|      | Over \$5000      | 19                      | 19         |
|      | total            | 100                     | 100.0      |

**Table 6:** Influencing factors

|                                     |                 | Frequency of appearance | Percentage |
|-------------------------------------|-----------------|-------------------------|------------|
| Factors affecting job opportunities | Expertise       | 30                      | 30         |
|                                     | English level   | 25                      | 25         |
|                                     | Work experience | twelfth                 | twelfth    |
|                                     | Computer skill  | 8                       | 8          |
|                                     | Soft skills     | 25                      | 25         |
|                                     | total           | 50                      | 100.0      |

## 4.2. Correlation analysis

Before conducting multivariate regression analysis, the linear correlation between variables needs to be considered. When we look at the correlation matrix, we can see that the values are very small ( $\text{Sig} < 0.05$ ), so most of the correlation coefficients are statistically significant and qualified to be included in regression analysis.

**Table 7**

| Model      | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.   | Collinearity Statistics |       |
|------------|-----------------------------|------------|---------------------------|-------|--------|-------------------------|-------|
|            | B                           | Std. Error | Beta                      |       |        | Tolerance               | VIF   |
| (Constant) | .674                        | .336       |                           | 2,005 | .047   |                         |       |
| GT         | .125                        | .081       | .11 6                     | 1,545 | .21 2  | .606                    | 1,649 |
| NN         | .049                        | .073       | .05 1                     | .567  | .00 2  | .617                    | 1,619 |
| KNM        | .116                        | .072       | .11 5                     | 1,602 | .000 9 | .686                    | 1,458 |
| KN         | .231                        | .085       | .21 0                     | 2,710 | .0 25  | .547                    | 1,829 |
| ML         | .406                        | .058       | .45 0                     | 7,021 | . 25   | .768                    | 1,301 |

### Coefficient results table

According to linear regression analysis with hypotheses, the team has tested the hypotheses

H<sub>1</sub>: Gender affects the overseas job opportunities of students of the Faculty of Business Administration at Hoa Sen University

$\beta = 0.116$ ;  $\text{Sig.} = 0.212 > 0.05 \Rightarrow$  Reject the hypothesis

H<sub>2</sub>: Foreign language support impacts overseas job opportunities for students of the business administration department of Hoa Sen University

$\beta = 0.051$ ;  $\text{Sig.} = 0.002 < 0.05 \Rightarrow$  Accept the hypothesis

Q<sub>3</sub>: Soft skills impact overseas job opportunities for students of the business administration department of Hoa Sen University

$\beta = 0.115$ ;  $\text{Sig.} = 0.0009 < 0.05 \Rightarrow$  Accept the hypothesis

Q<sub>4</sub>: Experience affecting overseas job opportunities of students of business administration department of Hoa Sen University

$\beta = 0.210$ ;  $\text{Sig.} = 0.025 < 0.05 \Rightarrow$  Accept the hypothesis

H<sub>5</sub>: Desired salary affects overseas job opportunities for students of the business administration department of Hoa Sen University

$\beta = 0.450$ ;  $\text{Sig.} = 0.25 > 0.05 \Rightarrow$  Reject the hypothesis

Thus, there will be 3 variables kept: Experience (KN), Soft Skills (KNM) and Foreign Language (NN)

We have a regression equation calculated with the impact factor variable (YTTD)

$$\text{YTTD} = 0.051 * \text{NN} + 0.115 * \text{KNM} + 0.210 * \text{KN}$$

We can see that the initial goal is 5 hypotheses. After going through the information collection process. Based on theory and practical experiments along with regression, we have selected and eliminated the remaining 3 variables that affect the intention to start a business of students of the Faculty of Business Administration at Hoa Sen University: Experience, Soft Skills and Foreign Languages.

## 5. Conclusion and recommendations

### 5.1. Conclusive remarks

The research achieved its goal by identifying 5 factors that impact the meaning of entrepreneurship among students of the faculty of business administration through analyzing data from a survey of students of the faculty of business

administration. Influencing factors include: Professional qualifications, foreign language proficiency, practical work experience, academic results, soft skills - advantages of integrating into the working environment.

### 5.2. Impact factors

#### ❖ Professional qualifications

To do any job well, you need to have specialized knowledge and skills. This is also the employer's criterion to evaluate whether a candidate is suitable or not. Imagine recruiters reviewing a series of job applications submitted by candidates. Among this large number of job applications, of course the first thing they look at is your qualifications and education. They will prioritize people with highly specialized degrees and good training. Then consider work experience. As a result, people with good degrees and backgrounds are more likely to get a job than the rest of the candidates. Furthermore, people with degrees will have the opportunity to advance further in their jobs because they are well-trained and practice the necessary skills at university. Cases of success without a degree do exist. But you will only limit yourself to a narrow working environment. Unable to expand and develop your career further.

#### ❖ English level:

##### *Enhance brain function*

When learning a foreign language or using a foreign language in life and work, your brain will continuously work to understand and remember the meaning of words/sentences and flexibly structure it to convey to others. Therefore, you will train your brain to do many things at the same time and be flexible and flexible when handling situations. If you have good foreign language skills, you will definitely be smart, multitask and solve problems very well. In addition, foreign languages are a new field for everyone, so everyone will need to learn and learn a lot, and as you know, our brains will function better when continuously trained. Practicing foreign language skills means you have to learn how to remember a lot of content such as vocabulary, grammar, structure, etc. So you will also improve your memory.

##### *Increase awareness and understanding*

Scientific research shows that people with good foreign

language skills are often people who are better able to observe their surroundings. They have the ability to focus on what's important and easily detect misinformation. Besides, when learning and using a foreign language, you will have the opportunity to learn about the culture and traditions of many countries in the language you are learning. Accordingly, you will have more understanding.

#### *Improve communication skills*

To practice foreign language skills, you will have to focus a lot on vocabulary, grammar, sentence structure and verb conjugation, expressions... so this also helps you speak your native language well. better and of course, you will be able to speak much better. This is also a way for you to improve your communication skills effectively.

#### *Easier to get a job*

Currently, we are in an era of market economy integrating with the world and the region, so it is necessary for everyone to know foreign languages to be able to communicate and work cooperatively. Therefore, any company highly values candidates' foreign language skills. If you have good skills, many high-paying job opportunities will certainly open up for you.

#### ❖ **Practical work experience**

Most current recruitment information requires work experience of 1 year or more. Especially for senior human resources positions such as department heads, **project managers**, human resources managers, all require candidates to have at least 2 or 3 years of experience.

Work experience is the soft skills and professional skills necessary for the position you are applying for that you have experienced in practice. Or to put it more simply, that is what you have applied in practice, not simply just theory.

The reason employers always prioritize candidates with work experience is because they do not need to spend more time retraining. Furthermore, experienced candidates will often complete the job better, be more proactive, know how to handle some situations and avoid mistakes during the work process.

#### ❖ **Learning outcomes**

**Learning outcomes of students born** provide students with ways to think and talk about what they have learned. They make it easier for students to "know what they know" and give them the language to communicate what they know to others.

Outcomes assessment also helps provide more personalized learning pathways for diverse groups of learners, provides valuable information to support economic and labor market needs, and improves quality education.

#### ❖ **Soft skills - an advantage in integrating into the working environment.**

Soft skills contribute to deciding who you are, how you work and how effective you are. No matter where you are or what you do, soft skills are essential. This type of skill is needed by everyone, from men to women, old to young. For students, cultivating and practicing soft skills is even more important. Otherwise, as soon as you graduate, you will easily be left behind. Even many people have fallen into a situation of long-term unemployment.

More importantly, soft skills are proven to have a great influence on success or failure in work and life. Accordingly, soft skills determine up to 75% of success. Hard skills

(professional skills) account for only 25%.

**The importance of soft skills** helps you experience life better. From experience to have a deeper and more multi-dimensional view.

#### **5.3. Confirm the level of problem solving and then suggest further solutions**

Firstly, the group of solutions for students is that students need to have a career orientation for themselves, constantly improve their knowledge, master professional expertise, practice their learning and working attitude, and participate. Actively participate in skills training activities in school and outside social activities, at the same time learn about and actively participate in soft skills training courses, take advantage of lectures in the lecture hall and Extracurricular activities to develop soft skills for yourself, and finally self-study to improve foreign language skills through courses at school, English clubs, traditional channels or through channels modern.

Second, the group of solutions for schools is that the training program needs to be appropriate, the subjects must be suitable for the training industry and provide the professional knowledge that businesses need. In addition, the school needs to have solutions to improve training quality, innovate training forms, create the most favorable conditions for each individual to study according to their own plan, and promote sightseeing. Practical and professional practice at the enterprise, increased internship time at the enterprise, some specialized courses can be arranged requiring students to intern at the enterprise for a period of one month to write articles. Comparison report between theory and practice at the enterprise. At the same time, the school needs to strengthen the connection between the school and businesses to improve the quality of training to meet output standards, creating conditions for students to have more opportunities to interact and work with businesses. Career so that they have the opportunity to interact with employers to learn experience, career knowledge, and define clearer goals. At the same time, coordinate between industries and organizations to create jobs for graduates. Schools also need to regularly organize creative youth clubs, focusing on educating students on soft skills in communication, situation handling, foreign languages, information technology, and encouraging students to participate in research. Science.

Third, the solution group for Employers, needs to regularly consult and connect with the School in the recruitment and training stage, coordinate with the School to develop training programs to ensure both compliance with reality. Meet employment needs in accordance with regulations and framework programs of ministries and branches managing education and training such as: Ministry of Education and Training, Ministry of Labor, War Invalids and Social Affairs. Employers and businesses also need to actively support students to have access to real people and real jobs at the unit.

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