

Factors Affecting Employment Opportunities After Graduation: A Case Study at a University in the Mekong Delta

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Abstract- Employment is one of the most urgent issues, especially in the current context of economic fluctuations. Employment rates are among the key targets of national macroeconomic goals. This study aims to identify the factors affecting job adaptability, thereby enhancing the employment opportunities for students after graduation. The research combines both qualitative and quantitative methods. Specifically, it draws on expert opinions, studies industry reports, and reviews both domestic and international literature. Particularly, the study surveyed 270 graduates from nine different faculties at Nam Can Tho University (NCTU), who are currently working in the Mekong Delta region. The results indicate that several factors influence job adaptability and thus improve students' employment opportunities, including professional knowledge, soft skills, basic skills, academic performance, social relationships, and workability. The study also finds no significant difference between male and female graduates regarding employment opportunities. However, differences in employment opportunities were identified based on hometown, graduation cohort, and academic ranking. In conclusion, the research contributes to identifying the key factors that enhance students' employment opportunities, providing stakeholders with a comprehensive understanding of the issue to continuously improve training quality.

Keywords: Employment; Employment opportunities; Skills; Job adaptability; Students.

I. INTRODUCTION

The employment of students after graduation is an extremely important issue that concerns both society and educational institutions. The situation where graduates are either unemployed or working in fields unrelated to their studies is increasingly on the rise, especially amidst the global economic fluctuations. The global unemployment rate in 2022 was recorded at 5.27%, a decrease of 0.8% compared to the previous year, 2021. In 2023, the global unemployment rate was noted at 5.1%, a slight decrease from 2022 (ILO, 2024). Overall, this improvement is not significant, and the global unemployment rate remains high. In Vietnam, according to the General Statistics Office, in 2023, nearly 1.07 million people of working age were unemployed, a decrease of 14.6 thousand people compared to the previous year. The unemployment rate among the working-age population in

2023 was 2.28%, down by 0.06 percentage points from the previous year. However, while the number of employed workers is on the rise, the labor market has not seen an improvement in labor quality, as the proportion of informal workers in precarious, unstable jobs remains high (GSO, 2024).

Many studies have been conducted to identify the factors influencing the employment opportunities of students after graduation (Hang, N. T., & Huan, N. V., 2020; Kwon, J. E., 2019; Vung, N. T., & Anh, N. T. T., 2024; Vien, T. T. X., 2023; ...); however, most of these studies focus only on specific aspects such as soft skills or professional competence, while overlooking factors related to students' capability environments, social relationships, and especially their job adaptability. These gaps need to be addressed through comprehensive, general research that focuses more on personal, social, and labor market factors. This would provide a more holistic view of the key elements that students need to prepare for after graduation.

The research was conducted with the objective of identifying the key factors influencing job adaptability, thereby improving the employment opportunities for students after graduation. Factors affecting employment opportunities, such as soft skills, professional qualifications, and social relationships, have been identified. The study employs both qualitative and quantitative methods. The research surveyed graduates from various programs at NCTU who are currently working in organizations in the Mekong Delta region.

The subsequent sections of this manuscript are structured as outlined: Section 2 includes the contents related to the theoretical foundation and research model. Section 3 elucidates the research methodology employed in this study. Section 4 articulates the empirical findings derived from the research. Section 5 includes the conclusions of the study and proposes managerial implications for the relevant stakeholders.

II. THEORETICAL FOUNDATION AND RESEARCH MODEL

Definition of Employment Opportunities

Hosain, S., & Liu, P. (2020) suggest that employment opportunities refer to the availability of positions within organizations that candidates can apply for, especially those seeking to improve their employment situation. In the context of passive job seekers, it includes the potential for individuals already employed to explore better roles that align with their skills and career aspirations. Moore, K., & Khan, M. H. (2020) define employment opportunities as available positions within organizations that individuals can apply for, typically characterized by specific requirements and responsibilities. Employment opportunities refer to the availability of effective work that allows individuals to earn a fair income, achieve job security, and experience personal growth within a framework of freedom, fairness, and safety (Andrea Zammiti, et al., 2021).

Additionally, Danielle Li, et al. (2020) argue that employment opportunities can be viewed through the lens of recruitment practices, where companies must balance selecting candidates with proven profiles (exploitation) and including underrepresented groups to explore potential talent (exploration). This approach indicates that employment opportunities are not just about filling positions but also about promoting diversity and understanding candidate quality over time. In his study, Sung-Ho, Hu (2020) emphasizes that employment opportunities are perceived differently by businesses and job seekers, especially in the context of the recruitment process. Businesses prioritize organizational culture and job analysis, while job seekers focus on job analysis and interviews. Meanwhile, Mahjoub, A., & Kruyen, P. M. (2021) assert that employment opportunities include the potential for individuals to secure jobs through recruitment advertisements that effectively communicate the features and requirements of available positions.

Hypothesis and Research Model

Professional Knowledge

The professional knowledge of students, especially in vocational education, refers to the specific understanding and skills necessary to perform effectively in professional practice. This includes cognitive processes related to contextualizing knowledge during professional execution, allowing students to apply theoretical concepts in real-world environments (Heusdens, W., et al., 2019; Kizi, C. Z. T., 2022). According to Mishra, B. K., & Bahuguna, L. J. R. (2023), students' professional knowledge encompasses the accumulation of knowledge, skills, attitudes, and understanding obtained through both formal education and informal experiences. The professional qualifications of students include a combination of knowledge, skills, and personal qualities necessary for effective performance in their future careers (O.S., Makarova, et al., 2022; Melnikova, M. A., 2022). Therefore, professional knowledge serves as a foundation for students to seek employment after graduation. Numerous empirical studies have shown that professional knowledge significantly influences students' job adaptability after graduation (Hang, N. T., & Huan, N. V., 2020; Kwon, J. E., 2019; Thang, D. Q., 2023; Lam, N. T. C., 2021). Consequently, the study proposes the following hypothesis:

Hypothesis H1: The factors related to professional knowledge have an impact on the job adaptability of graduates from NCTU.

Soft Skills

Students' soft skills encompass a range of interpersonal and intrapersonal abilities necessary for effective communication and collaboration in a professional environment (Sergii, D., et al., 2020; Gejdoš, P., et al., 2021). Thomas, N., & Martin (2019) assert that students' soft skills include interpersonal attributes that facilitate effective communication, collaboration, problem-solving, and leadership in various contexts. Soft skills for students include a variety of interpersonal and intrapersonal abilities essential for effective communication, collaboration, and self-management in a professional setting (Carlyon, T., & Opperman, A., 2020). Kumar, G., & Sharma, V. (2019) argue that soft skills refer to personal and social skills that are non-technical, enabling individuals to effectively manage their emotions and interact harmoniously with others in the workplace. Soft skills play a crucial role in students' job adaptability after graduation (Hang, N. T., & Huan, N. V., 2020; Kwon, J. E., 2019; Vung, N. T., & Anh, N. T. T., 2024; Vien, T. T. X., 2023).

Hypothesis H2: The factors related to soft skills have an impact on the job adaptability of graduates from NCTU.

Basic Skills

Basic skills refer to a set of abilities related to students' competencies, including language proficiency, office computer skills, planning, time management, and more (Vien, T. T. X., 2023). Employers can assess candidates' job acceptance abilities and their suitability for positions through these foundational skills. These skills are developed by students during their education and through participation in academic programs organized by educational institutions. Therefore, to meet job requirements after graduation, basic skills must be appropriately equipped. Several empirical studies indicate a relationship between basic skills and students' job adaptability after graduation (Vien, T. T. X., 2023; N. V., 2020; Kwon, J. E., 2019; Thang, D. Q., 2023; Lam, N. T. C., 2021).

Hypothesis H3: Factors related to basic skills have an impact on the job adaptability of graduates from NCTU.

Social Relationships

Liebst, L. S., et al. (2019) assert that social relationships refer to the connections and interactions between individuals shaped by shared experiences, common interests, and emotional ties. Luo, M., et al. (2021) evaluate social relationships as the connections and interactions that individuals have with others, including the quality and structure of these relationships. Social relationships encompass the connections and interactions between individuals within a community, involving various aspects such as social support, neighborhood satisfaction, social cohesion, and neighborhood participation (LeBrón, A. M., et al., 2019). When graduates have social relationships (with family, friends, relatives, etc.), they are more likely to meet job requirements,

thereby increasing their job adaptability after graduation (Vung, N. T., & Anh, N. T. T., 2024; Ha, N. T. T., et al., 2022; Vien, T. T. X., 2023).

Hypothesis H4: Factors related to social relationships impact the job adaptability of graduates from NCTU.

Academic Performance

Academic performance is reflected in the graduation classification on the diploma, the overall cumulative GPA, and the overall training score. Additionally, hiring units also consider the reputation of the institution that issues the diploma to graduates. Employers are increasingly seeking excellent academic achievements in the context of fierce job competition (George, T. O., et al., 2021). Costa, B. C. G., & Fleith, D. D. S. (2019) assert that academic performance significantly impacts students' job opportunities, as higher academic performance often correlates with better job prospects and career advancement. Studies such as Nguyen, T. T., et al. (2020); Ha, N. T. T., et al. (2022); and Vien, T. T. X. (2023) have identified that academic performance affects the job adaptability of graduates.

Hypothesis H5: Factors related to academic performance impact the job adaptability of graduates from NCTU.

Work Ability

Work ability is reflected through various factors such as adaptability to the work environment, the ability to handle pressure, self-learning and self-discipline, listening and correcting personal weaknesses, and creativity in job tasks. Therefore, the corporate environment requires employees to integrate multiple skills to enhance their competitiveness and success in the workplace. Numerous studies recognize that employees who can effectively handle situations, listen, and adapt to their work conditions significantly increase their chances of employment (Kwon, J. E. 2019; Thang, D. Q., 2023; Nguyen, T. T., et al., 2020; Ha, N. T. T., et al., 2022; Vien, T. T. X., 2023).

Hypothesis H6: Factors related to work ability impact the job adaptability of graduates from Nam Can Tho University.

Job Adaptability

Employers require candidates to possess qualities such as promptly meeting their needs, not needing retraining, quickly adapting to a new work environment, and completing assigned tasks. Therefore, to enhance their chances of employment after graduation, individuals must actively cultivate their professional knowledge, soft skills, language proficiency, computer skills, and problem-solving abilities. Job adaptability will directly impact students' employment opportunities. Many studies affirm this, including works by Diep, N. T. N. (2019), Lam, N. T. C. (2021), and Kwon, J. E. (2019).

Hypothesis H7: Job adaptability affects the employment opportunities of graduates.

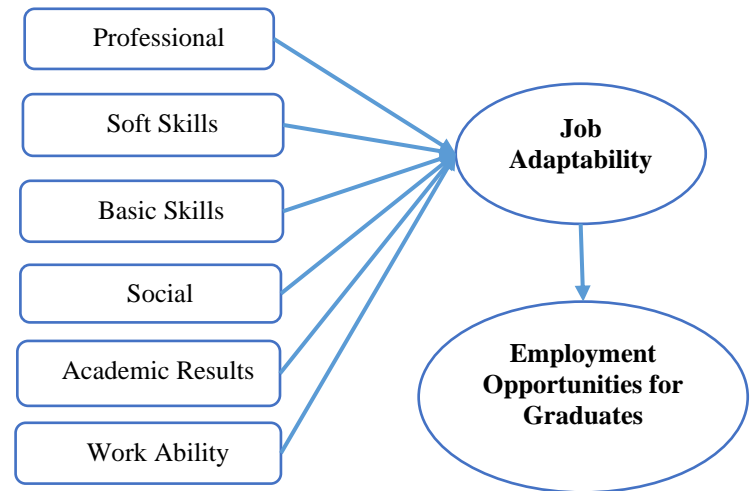


Figure 1. Proposed Research Model

III. RESEARCH METHODOLOGY

The study combines both qualitative and quantitative research methods. The qualitative method is utilized through the synthesis and examination of related documents and secondary data from reports and articles both domestically and internationally. The quantitative research is conducted to verify the proposed model.

The research surveys graduates from various disciplines at Nam Can Tho University who are currently employed in the Mekong Delta provinces. The study employs a stratified random sampling method to represent the university's alumni. There are 06 independent variables and 01 mediator variable, with a total of 39 observed variables. Therefore, the study conducts a survey of 270 samples to ensure the reliability of the research data. The author selects samples based on the percentage of students from each major according to the class list, using the random () function in Excel to randomly sample the required number of students.

The research is carried out through a pre-designed questionnaire and via online interviews using Google Forms, email, or social media platforms (Zalo, Facebook) to collect information from respondents.

After collecting the data, the study will evaluate the reliability and validity of the measurement scale using Cronbach's alpha reliability coefficient analysis and exploratory factor analysis (EFA) through SPSS software to filter out and eliminate any observed variables that do not meet the reliability standards (garbage variables). Based on the results obtained from the EFA analysis, the author will use AMOS software to conduct confirmatory factor analysis (CFA) to test whether the scales meet the requirements of a good measurement and the model's fit with market information using indicators such as: Chi-square (CMIN); Chi-square adjusted for degrees of freedom (CMIN/df); Comparative Fit Index (CFI); Tucker & Lewis Index (TLI); and

Root Mean Square Error Approximation (RMSEA). Finally, the study will perform linear structural equation modeling (SEM) to determine the model's fit.

IV. RESEARCH RESULTS

Overview of Nam Can Tho University

Nam Can Tho University (NCTU) was established in 2013 and has over 11 years of development, offering a diverse range of programs across various fields, including Economics and Management, Engineering and Technology, Health Sciences, Social Sciences and Humanities, Environmental Engineering, Mechanical Engineering, Tourism, and Hospitality. It offers different education systems such as full-time, part-time, and online, as well as master's and doctoral programs. As of now, NCTU has more than 1,000 staff, faculty, and employees, comprising 10 functional departments, 18 faculties, 03 departments, 02 institutes, 01 library, and 01 scientific journal focused on development economics. The university currently educates over 25,000 students across more than 40 different majors (NCTU, 2024).

Additionally, NCTU collaborates with numerous prestigious universities both domestically and internationally, such as the Malaysian University of Science and Technology (MUST), Waikato University (New Zealand), VMED Education Organization (India), and Champasak University (Laos), to offer international programs in Business Administration, Medicine, Semiconductor Technology, Automotive Engineering, and more. To date, NCTU has trained and awarded diplomas to over 12,000 students (NCTU, 2024).

Regarding the employment rate of NCTU graduates, according to PLO (2023), the employment rate for graduates is over 95%. This is one of the factors that affirm the university's reputation in the region and in the international market. NCTU is a reliable institution that businesses and employers trust when recruiting workers. According to the VNUR-2024 research group, which reviewed all 237 higher education institutions in Vietnam by processing big data, including public three-year reports, enrollment projects, and ranking data from global rankings such as QS, THE, and ARWU, NCTU has risen 37 places in just one year, reaching the top 61 in the Vietnam University Ranking 2024.

Results of data analysis

The results in Table 1 show that the proportion of females in the survey sample is higher than that of males, with 148 females compared to 122 males (54.8% vs. 45.2%).

According to the course (Table 1), there are 126 graduates from Course 03, accounting for the highest percentage (46.7%), followed by graduates from Course 05 with 58 individuals excellent has 124 individuals (the highest proportion at 45.9%), followed by the classification of good with 103 individuals (38.1%), satisfactory with 27 individuals (10%), average-good

(21.5%), Course 02 with 47 individuals (17.4%), Course 01 with 32 individuals (11.9%), and finally, graduates from Course 04 with 7 individuals, representing the lowest percentage at 2.6%.

Table 1. *Descriptive Statistics of the Survey Samples*

Indicator	Frequency	Percentage (%)
1. Gender		
Male	122	45.2
Female	148	54.8
2. Course		
Course 1	32	11.9
Course 2	47	17.4
Course 3	126	46.7
Course 4	7	2.6
Course 5	58	21.5

Regarding the faculty of alumni:

From Table 2, it can be seen that the group of alumni who studied at the Faculty of Economics has 82 individuals (the highest percentage at 30.4%), followed by the Faculty of Architecture, Construction, and Environment with 46 individuals (17%), the Faculty of Pharmacy with 41 individuals (15.4%), the Faculty of Law with 28 individuals (10.4%), the Faculty of Engineering and Technology with 22 individuals (8.1%), the Faculty of Tourism and Hotel Restaurant Management with 17 individuals (6.3%), the Department of Mechanical Engineering with 13 individuals (4.8%), the Faculty of Information Technology with 12 individuals (4.4%), and finally, the Faculty of Medicine with 9 individuals (3.3%).

Table 2. *Statistical Table of Alumni by Faculty*

Faculty	Frequency	Percentage (%)
Faculty of architecture, construction, and environment	46	17.0
Faculty of tourism and hotel restaurant management	17	6.3
Faculty of information technology	12	4.4
Department of Mechanical Engineering	13	4.8
Faculty of economics	82	30.4
Faculty of engineering and technology	22	8.1
Faculty of law	28	10.4
Faculty of medicine	9	3.3
Faculty of pharmacy	41	15.2
Total	270	100.0

Regarding Classification

The analysis results (Table 3) show that the classification of with 15 individuals (5.6%), and average with 1 individual (the lowest proportion at 0.4%).

Table 3. *Statistics on Academic Performance Classification*

Classification	Frequency	Percentage (%)
Average - Good	15	5.6
Good	103	38.1
Excellent	124	45.9
Outstanding	27	10.0

Results of the research model testing

Results of Cronbach's Alpha Testing

To evaluate reliability via Cronbach's Alpha: The Cronbach's Alpha coefficient for the aggregate variable should exceed 0.6, and the observed variables corresponding to each factor must be lower than the Cronbach's Alpha coefficient of the aggregate variable (Hair et al., 2017). Observed variables exhibiting a correlation with the aggregate variable of less than 0.3 will be disregarded.

The analysis results in Table 4 show that 14 observed variables were excluded from the model due to a Cronbach's Alpha coefficient of less than 0.6 (KNM2, KNM5, KNM6, KNM7, KNM8, KTCM5, KTCM6, KNCB3, KNCB5, KNLV3, CHVL5, CHVL6, QHXL5, QHXL6). The analysis results in the table also indicate that the minimum Cronbach's Alpha coefficient is 0.842, which is greater than 0.7; all correlation coefficients for the aggregate variables are greater than 0.5. Therefore, it can be said that the Cronbach's Alpha coefficient is very good and has high reliability, making it suitable for exploratory factor analysis (EFA).

Table 4. *Summary Table of Scale Reliability Assessment Results*

No.	Factors	Notation	Initial number of variables	Remaining number of variables	Cronbach's Alpha	Variable
1	Professional knowledge	KTCM	7	5	0.927	Independent
2	Soft skills	KNM	8	3	0.902	Independent
3	Basic skills	KNCB	5	3	0.842	Independent
4	Social relationships	QHXL	6	4	0.917	Independent
5	Academic performance	KQHT	4	4	0.888	Independent
6	Workability	KNLV	5	4	0.930	Independent
7	Job adaptability	NCVL	4	4	0.917	Mediating
8	Employment opportunities for students after graduation	CHVL	6	4	0.894	Dependent
Total			45	31		

The study also conducted tests on several parameters, such as:

Bartlett's Test of Sphericity: The significance level in Bartlett's Test of Sphericity shows Sig. = 0.000 < 0.05, indicating a significant relationship at a confidence level above 95% between the variables under consideration.

Eigenvalues Test: Eigenvalues represent the variance explained by each factor. Factors with an Eigenvalue > 1 are retained in the research model. The results show that the total cumulative

<http://xisd.xjxu.asia>

The results of exploratory factor analysis (EFA)

KMO test

From the empirical findings (Table 5), the following observations can be made regarding the independent factor EFA analysis:

(1) KMO coefficient: The KMO coefficient attained a value of 0.898, which exceeds the threshold of 0.5, thereby satisfying the requisite criterion for conducting factor analysis, where $0.5 \leq \text{KMO} \leq 1$.

(2) Sig. coefficient: The Sig. coefficient registered at 0.000, which is below the significance level of 0.05, thereby indicating that Bartlett's test reveals statistically significant correlations among the observed variables, thus rendering them appropriate for factor analysis.

Table 5. *KMO and Bartlett's Test*

KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy)		0.898
Bartlett's Test of Sphericity	Approx. Chi-Square	4933
	df	253
Sig.		0.000

explained variance is $72.85\% \geq 50\%$, meeting the requirement. This index explains 72.85% of the research model. The analysis results indicate that all EFA evaluation criteria meet the necessary standards and serve as a basis for the next step of confirmatory factor analysis (CFA).

Confirmatory Factor Analysis (CFA) Results

From the results in Table 6, it is shown that the significance level of the factors in the CFA model has a $P = ***$ (i.e., statistical

significance $P = 0.000 < 0.05$. Therefore, it can be confirmed that the factors in the model achieve a significance level above 95% (meeting the requirements).

Additionally, Table 6 indicates that the standardized factor loadings in the CFA model are greater than or equal to 0.5, meaning that the factor loadings of these observed variables meet the requirements. Conversely, loadings smaller than 0.5 are excluded from that factor group (Hair et al., 2009). The unstandardized loadings analysis results in Table 6 show that all loadings are greater than 0.5, and therefore, are retained in the research model.

Table 6. Factor loadings of observed variables after standardization

Observed variable	Estimate	S.E	C.R	P
KTCM3 <-- KTCM	1.000			
KTCM4 <-- KTCM	0.938	0.042	22.087	***
KTCM7 <-- KTCM	0.926	0.043	21.301	***
KTCM2 <-- KTCM	0.889	0.047	18.840	***
KTCM1 <-- KTCM	0.859	0.054	15.917	***
KNLV5 <-- KNLV	1.000			
KNLV1 <-- KNLV	0.920	0.042	21.945	***
KNLV4 <-- KNLV	0.972	0.040	24.391	***
KNLV2 <-- KNLV	0.865	0.045	19.132	***
QHXH2 <-- QHXH	1.000			
QHXH3 <-- QHXH	1.089	0.062	17.571	***
QHXH4 <-- QHXH	1.161	0.073	15.836	***
QHXH1 <-- QHXH	1.098	0.059	18.671	***
KQHT1 <-- KQHT	1.000			
KQHT3 <-- KQHT	1.236	0.091	13.577	***
KQHT2 <-- KQHT	1.067	0.085	12.480	***
KQHT4 <-- KQHT	1.139	0.088	12.969	***
KNM1 <-- KNM	1.000			
KNM4 <-- KNM	0.989	0.052	18.844	***
KNM3 <-- KNM	0.898	0.053	17.030	***
KNCB1 <-- KNCB	1.000			
KNCB2 <-- KNCB	1.166	0.088	13.265	***
KNCB4 <-- KNCB	0.951	0.080	11.850	***

Results of the CFA model analysis after standardization

The analysis results from Figure 2 show the following indices: Chi-Square/df = 1.994 < 2.0; RMSEA = 0.061 < 0.08; CFI = 0.956 > 0.90; TLI = 0.948 > 0.90; and P-value = 0.000, all of which meet the required standards. These results confirm that the scales in the research model are reliable and ensure that the research is robust, with the model fitting well with the actual data.

Results of the Structural Equation Modeling (SEM) analysis

The results of the Structural Equation Modeling (SEM) analysis (Figure 3) provide us with evaluation criteria such as Chi-Square, TLI, CFI, and RMSEA.

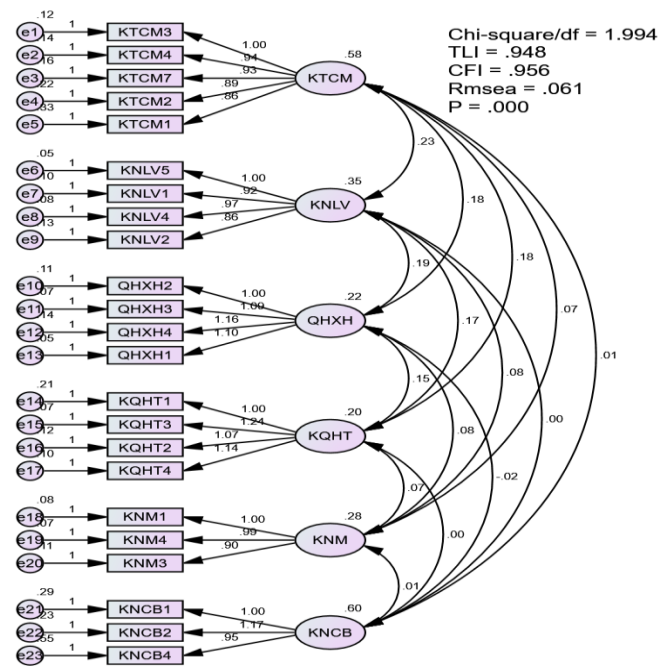


Figure 2. CFA model after standardization

The testing results show: $1 < \text{Chi-square/df} = 2.480 < 3$, with a significance level $P = 0.000 < 0.05$; thus, it meets the requirements (Hair et al., 2009).

Other indices, such as $\text{TLI} = 0.901 > 0.90$ and $\text{CFI} = 0.913 > 0.90$, indicate that the model fits well and meets the criteria. The evaluation criterion $\text{RMSEA} = 0.074 < 0.08$ also meets the requirements (Hair et al., 2009).

Additionally, the study also conducted an analysis of other indices such as:

Covariance Analysis: The covariance between the factors is correlated at a significance level of $P < 0.05$. However, only the correlation between the factors of Basic Skills (KNCB) and Work Ability (KNLV), Professional Knowledge (KTCM), Academic Performance (KQHT), Soft Skills (KNM), and Social Relations (QHXH) shows that the covariance between these two factors is not significant, as $P > 0.05$.

Correlation Coefficient Analysis: The results indicate that the strongest correlation in covariance between the two factors QHXH and KQHT is 0.698, while the lowest correlation is between the factors KNCB and KNLV.

Coefficient of Determination (R²): The analysis results show that the model explains 71.1% of the employers' job responsiveness and accounts for 40.6% of students' job opportunities.

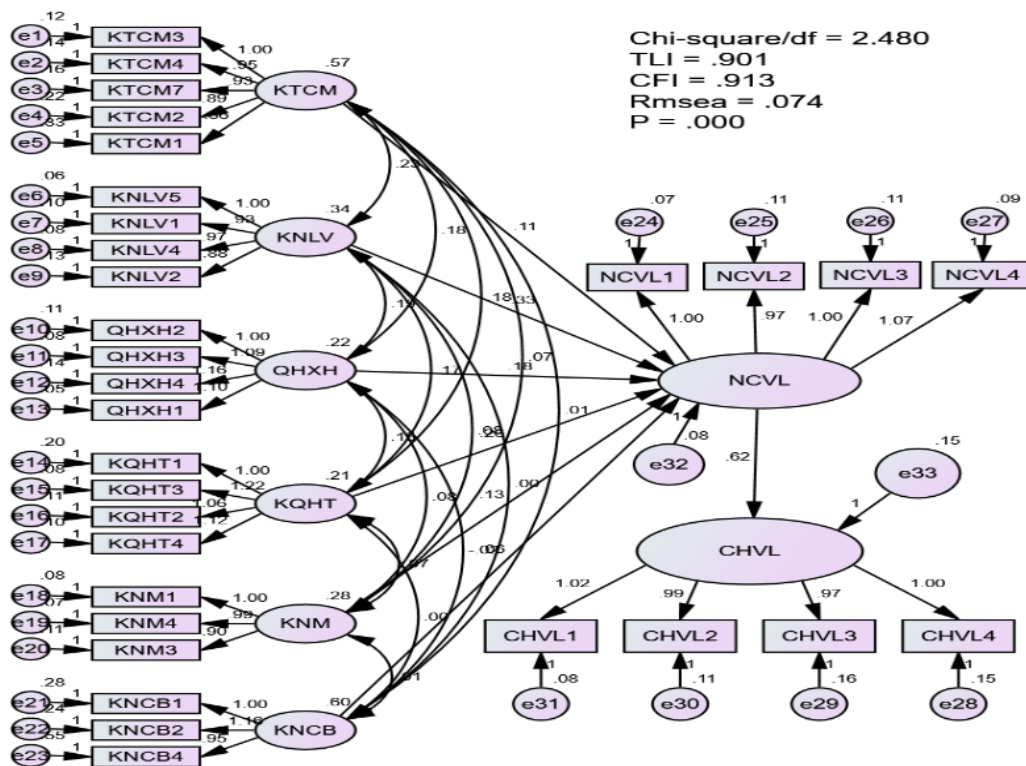


Figure 3. SEM Structural Equation Model

The testing of research hypotheses yielded the following results:

Hypothesis H1: There is a positive relationship between professional knowledge and the job readiness of graduates from NCTU.

Hypothesis H2: There is a positive relationship between soft skills and the job readiness of graduates from NCTU.

Hypothesis H3: There is a positive relationship between basic skills and the job readiness of graduates from NCTU.

Hypothesis H4: There is a positive relationship between social relations and the job readiness of graduates from NCTU.

Hypothesis H5: There is a positive relationship between academic performance and the job readiness of graduates from NCTU.

Hypothesis H6: There is a positive relationship between work ability and the job readiness of graduates from NCTU.

Hypothesis H7: There is a positive relationship between job readiness and job opportunities for graduates after graduation.

Testing the Difference in Job Opportunities Between Genders:

The T-test indicates a difference in job opportunities for graduates. The F-test (Levene's test) shows (Sig.) = 0.051 > 0.05, indicating that the variance between genders is equal. Therefore, we select the (Sig.) value from the second row of the variance assumption, which equals 0.827 > 0.05. As a result, at a 95% confidence level, there is no statistically significant difference in the level of job opportunities for graduates of different genders.

Difference in Job Opportunities by Hometown: From the analysis results, we observe that the Sig. value from Levene's test = 0.061 > 0.05, indicating that the variance among the groups is not different. We then need to consider the results in the ANOVA table. The ANOVA analysis shows Sig. = 0.027 < 0.05, indicating a statistically significant difference in job opportunities for graduates at a 95% confidence level. Specifically, students in Can Tho City have higher job opportunities compared to those in other provinces (MEAN = 3.3718) because Can Tho City is a key economic region in the Mekong Delta, leading to concentrated investment and development by businesses in Can Tho. This creates many opportunities for students to secure employment after graduation.

Difference in Job Opportunities by Course: Sig. Levene = 0.000 < 0.05 indicates that the variance among the different groups is unequal. We then need to examine the results from the Welch test. The Welch test results show Sig. = 0.000 < 0.05, leading to the conclusion that there is a statistically significant difference in job opportunities for graduates among different courses. Specifically, students from Course 03 have higher job opportunities than students from other courses (MEAN = 3.27) because the school is continuously developing, frequently organizing job fairs, and collaborating with companies that have hiring needs to create job opportunities for graduates.

Difference in Job Opportunities Based on Academic Performance: The Sig. value from Levene's test = 0.307 > 0.05 indicates that the variance among the groups is not different. We need to further examine the ANOVA results. The ANOVA

analysis shows that F has $\text{Sig.} = 0.014 < 0.05$, allowing us to conclude that there is a statistically significant difference in job opportunities for graduates based on their academic performance. Notably, students with excellent academic performance have higher job opportunities compared to other classifications ($\text{MEAN} = 3.1861$) because, based on this academic performance, employers can objectively assess whether a candidate's professional knowledge is suitable for the applied position.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study has presented important issues regarding the factors influencing job readiness, thereby enhancing job opportunities for graduates. The research results underscore the significance of professional knowledge, soft skills, basic skills, social relations, work ability, academic performance, and job readiness in relation to employment opportunities. Specifically, graduates who effectively combine these factors tend to have better chances of finding suitable jobs in their fields after graduation. The results also highlight the importance of social relationships in influencing students' job opportunities. This indicates that building relationships and integrating them into the training process is essential.

Additionally, the study reveals that while improving students' academic performance is necessary, attention must also be given to training basic skills and soft skills for students. This will help learners better prepare for labor market demands and ensure that they can adapt to rapid changes in the employment environment.

Although this research has provided certain results and contributions to help NCTU understand the factors affecting graduates' job opportunities, it still has some limitations, such as: being conducted solely among graduates from specific faculties; the sample size being limited; and the study proposing only six factors based on previous work, leaving out many other influencing factors not addressed in this research.

Recommendations

Professional Knowledge: Learners need to ensure they dedicate sufficient time to study and accumulate knowledge throughout their educational journey. The institution should regularly organize academic activities closely related to the learners' fields of study. Additionally, the school needs to develop a training program that provides adequate knowledge, skills, and autonomy for the learners. Students should also seek to accumulate knowledge through short-term training courses and programs conducted by recognized institutions. Furthermore, the school should integrate specialized skills into the curriculum, thereby helping learners acquire sufficient knowledge for their future jobs. Simultaneously, learners should continuously pursue new knowledge, review previous content, and stay updated through academic programs to facilitate personal development.

Soft Skills: The institution needs to create an environment that fosters self-directed learning, centering on the students, and

presenting open-ended problems for analysis. This approach encourages learners to construct lessons and synthesize knowledge independently while developing soft skills through teamwork activities. It is important to guide and train skills in creative thinking, problem-solving, and communication during report preparation, presentations, and group work. New working methods should be introduced to achieve final outcomes quickly and accurately. Students need to cultivate patience, actively listen, absorb feedback, and address personal shortcomings. This process will help them improve themselves throughout their learning experience.

Basic Skills: In the context of an open economy, foreign language proficiency is viewed as a second language for individuals entering the workforce. Mastering an additional foreign language enhances job opportunities for candidates. Therefore, in addition to dedicating time to learn professional knowledge, students should equip themselves with a commonly used foreign language to gain a competitive advantage in the job market. The programs offered at the institution provide comprehensive training in office software skills; learners need to practice and refine these skills regularly to improve their ability to use software and tools, especially AI applications in the current era. Additionally, honing planning skills for budgeting and studying will provide candidates with valuable experience and help them organize their work efficiently, improving their job performance.

Social Relationships: Students should take advantage of practical opportunities, internships, and hands-on experiences at companies to build relationships with employers. To achieve this, students need to demonstrate a positive attitude and a strong work ethic, which will impress employers and increase the chances of continued collaboration after the internship. Additionally, family background and reputation can have a direct impact on job prospects and an applicant's work capability. Families with strong social standing and prestige often provide more job opportunities. Therefore, families should continue to grow, strictly adhering to the regulations of the Party and the State, to build credibility and status, creating a foundation for the applicant's career. Moreover, students should actively seek opportunities through community programs and activities. Part-time jobs also offer a chance for students to establish valuable connections.

Academic Performance: In addition to focusing on academic subjects, students should actively participate in extracurricular activities organized by the school to achieve the highest possible comprehensive evaluation score, which can be an advantage during the recruitment process. The institution should work to build its reputation by improving training quality and pursuing international accreditation for its academic programs to validate the school's educational standards. Furthermore, maintaining a high overall GPA is crucial, as it reflects the student's entire academic journey and directly impacts the classification of the degree upon graduation. Learners should also enhance their independent learning and engage in scientific research to accumulate knowledge and further develop their overall academic performance. Striving for high graduation rankings is

important, and students should proactively improve grades in subjects that did not meet expectations.

Work Ability: Students need to develop creativity and initiative in their studies, which are essential qualities for achieving success in their careers. Being creative and proactive in work allows tasks to be handled more effectively and with a positive outlook. Many employers today are only concerned with results, so the process of how students achieve the final outcome depends on their creativity and initiative. Additionally, students should build their social skills by participating in academic activities, which will help inspire ideas for future work. Listening, absorbing feedback, and addressing personal shortcomings are also important skills to develop. Soft skills should be cultivated during university life. Moreover, adaptability to the work environment is another crucial skill that needs to be practiced. Students should be encouraged and supported in taking on new challenges, and schools should provide platforms for a dynamic and creative learning environment. Learners must also develop the ability to handle high work pressure, which can be strengthened through experiences like completing exams, essays, and meeting deadlines—ultimately helping them improve and progress.

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