



Received: 19-05-2023
Accepted: 29-06-2023

ISSN: 2583-049X

Factors Affecting the Abroad Entrepreneurial Opportunity of Business Administration Students at the University of Finance and Marketing

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Abstract

This study analyzes the factors affecting the overseas career opportunities of students of the Faculty of Business Administration (MBA) of the University of Finance - Marketing. Factors affecting career opportunities abroad are measured and determined through Cronbach's alpha reliability test, exploratory factor analysis (EFA) and Binary Logistic regression model. More than 100 students of the University of Finance - Marketing were surveyed about the factors affecting career opportunities abroad through a questionnaire designed by the research team. After conducting a review of domestic and foreign research

documents, the authors have proposed a research model of factors affecting career opportunities of overseas students including 6 factors divided into 6 factors. Independent variables include Learning Outcomes, Foreign Language Proficiency, Soft Skills, Hard Skills, Workability and School Support. From there, the study of the topic helps to provide solutions and recommendations to improve the career opportunities of students abroad through the influence of each factor on career opportunities in Vietnam. Foreign students of the Faculty of Business Administration, University of Finance - Marketing.

Keywords: Starting a Business Abroad, Vietnamese Students, Economics-Business, Vietnamese University, Ho Chi Minh City, Ho Chi Minh City

1. Introduction to the topic

1.1 Introduction to the topic

In the context of the constantly developing economy with the increasing and increasing trend of exchanges and cooperation between countries in the world, every year, thousands of Vietnamese go abroad to work as well as many others. foreigners come to live and work in Vietnam. According to statistics up to the present time, the source of labor is Vietnamese who are present in a large number of countries in most of the major labor markets in the world such as Japan, the United Kingdom, the United States, and South Korea. With diverse and rich jobs from construction, information technology to processing, textiles. Facing the strong attraction of the international labor market, working abroad has **advantages**. What are the advantages over working in the country? How to successfully complete a job abroad is the top concern of many people today, especially students who want to work abroad. Facing these challenges, it is required that training institutions and learners themselves have a new perspective on employment issues after graduation and opportunities to work abroad. Currently in our country there are about 1,500,000 students at universities and colleges across the country, this number does not stop there but it increases every year, 2/3 of these are students. Out-of-province. The number of students is too large and constantly increasing, which is also a good sign for our country's education. But besides that, there are also many problems arising for society in general, especially for each individual student in particular. University of Finance - Marketing with the mission of Training and developing highly qualified human resources, meeting international standards, especially in the fields of business, management and finance to contribute to the development. Socio-economic present and future. In fact, the number of UFM students enrolled in the University's international affiliate programs has increased steadily over the years, more than 90% of graduates have jobs within the first year of graduation, of which about 30% of students have a job right from the 4th year under the Internship programs of enterprises. Therefore, it is very important for students to have career orientation and access to jobs abroad while they are still in school to prepare them well in terms of skills, knowledge and abilities. Foreign language force. So what are the current career orientations for students? Do they have a desire to work abroad and what difficulties do they face? How can the school support them? To answer the above questions, the authors have investigated this research topic.

1.2 Objectives of the Study

1.2.1 Main Target

The main objective of the thesis is: Surveying the need to work abroad and factors affecting career opportunities abroad of students of the Faculty of Business Administration, University of Finance - Marketing.

1.2.2 Detail Goal

- Help students have a good view of career orientation for themselves to cultivate themselves fully with enough ability to work abroad.
- Assess the factors that greatly influence the students on the opportunity to work abroad.
- Proposing some solutions to improve career opportunities for the school and students of the Faculty of Business Administration of the University of Finance - Marketing.

1.3 Object and Scope of the Study

1.3.1 Research Subjects

Research object: Factors affecting the career opportunities in foreign countries of students.

Survey object: Students studying in the Faculty of Business Administration of the University of Finance - Marketing. In which, the questionnaire prepared by the research team will be sent to these students and the students will answer the questionnaire online via Email, Google Form.

1.3.2 Research Scope

About space: The research team carried out the research within the University of Finance - Marketing.

About time: The research period takes place within one month from September 2022 to October 2022

1.4 Research Methods

The study used qualitative and quantitative research methods. The study was carried out in two phases:

- Preliminary research: Conducted through qualitative and quantitative research methods. Qualitative research with group discussion technique with representative samples to calibrate the scale. Quantitative research is carried out with about more than 100 sample units to evaluate the scale.
- Formal study: Conducted by quantitative research method, carried out after completing the preliminary research, ie, there is a revised questionnaire. Formal research is used to test the model of hypotheses, with the technique of collecting information through direct interviews with online questionnaires. Collected data will be checked, selected, then analyzed and evaluated using SPSS software.

2. Theoretical basis

In the introduction, the authors introduced an overview of the research topic, in this chapter the authors will review the theories and previous studies in depth. From there, the authors propose a research model that is suitable for research practice and hypothesis development.

2.1 The Basic Concepts

Employment: Employment is one of the important indicators to evaluate the economic development of each country and each locality. Analysis of the changing dynamics of employment allows to assess the impact of

economic transformation and propose appropriate employment policies to facilitate socio-economic development of the locality.

Short-term and long-term work abroad: Short-term work is work with a duration of less than 1 year, long-term work with a duration of 1 to 4 years (Konopaske *et al.*, 2009; Lavonen, 2011). Long-term overseas workers or secondaries are people who are not citizens of the country they are working for, who work for a company but are abroad on a fixed-term contract. term is usually more than 1 year (Frith, 1981; Daniels and Radebaugh, 1994) cited in (Causin and Ayoun, 2011).

Intent to Work Abroad: The intention to work abroad is an employee's intention to accept or decline a job in a company but entails moving to another country (Brett *et al.* associates, 1993; Kennedy and Judge, 2001).

2.2 Theoretical Basis and Proposed Research Model

2.2.1 Theoretical Basis

Many studies have shown that there are many different factors that affect the ability of students to find a job after graduation. According to Nguyen Thi Khanh Trinh (2016), the higher the academic performance, specifically the higher the graduation score, the higher the probability of a student's job after graduation.

Research by Pandey *et al* (2014) also shows that mastering a foreign language can help candidates leave a good first impression, have a higher chance of getting the position the candidate is applying for. Foreign language proficiency has a positive impact on students' employability 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 probability of a student's job after graduation.

Factors of hard skills such as professional skills, professional skills also affect the ability of students to find jobs. Kantane *et al* (2015) have shown that professional skills, knowledge, ability to plan are also important factors in employers' demand for employees. Professional knowledge is one of the factors that positively affect students' job search after graduation (Nguyen Thi Thanh Van, 2016).

According to Nguyen Thi Thanh Van (2016), soft skills factor is one of the factors that positively affect the employability of fresh graduates. At the same time, Majid *et al* (2012) have shown that the right soft skills play an important role in career success as well as in social interactions in society, with five important soft skills: The 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, etc. to be able to secure a job (Hossain *et al.*, 2018).

Research results Kantane *et al.* (2015) show that awareness at work, especially the factor of honesty, is one of the important factors in employers' needs for employees. At the same time, the quality factor of students has an impact on students' job search after graduation (Nguyen Quang Thuan, 2019).

Linking training between universities and enterprises is an objective demand derived from the interests of both sides. Businesses will act as information providers for training institutions to understand the needs of the labor market. For its own benefit, the university's training activities are always

geared towards social needs, including business needs. Thus, universities always have a need to be associated with businesses. On the other hand, if the training institution ensures the supply of workers who meet the needs of the enterprise, it is the most ideal thing for the enterprise. Being able to cooperate with a university training institution is also a practical need of the business itself.

Therefore, this connection is both inevitable and highly feasible in satisfying labor for enterprises. The article also proposes solutions to create a close link between schools and businesses in the economy. Those solutions involve schools, businesses and the Ministry of Education and Training. (Training linkage between universities and enterprises in Vietnam, Trinh Thi Hoa Mai, Vietnam National University, Hanoi, 2008)

In summary, the following factors will be considered and

included in the study by the authors:

- Learning outcomes
- English level
- Hard skills
- Soft skills
- Ability to work
- Support from the school

2.2.2 Proposed Research Model

After conducting a review of research documents at home and abroad, the authors propose a research model of factors affecting students' career opportunities abroad including 6 factors: (1) Academic results, (2) Foreign language proficiency, (3) Hard skills, (4) Soft skills, (5) Workability, (6) School support.

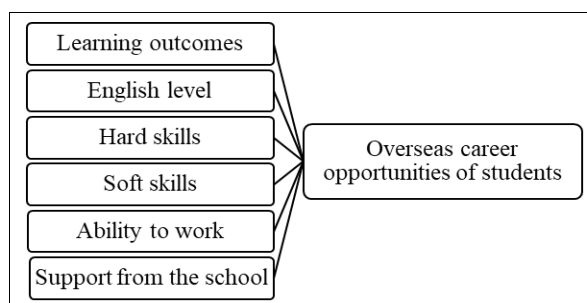


Fig 1: Proposed research model

Table 1: Evolution in the research model

Encode	Observed variables	Encode
Learning Results Factors (KQHT)		
KQHT1	The cumulative grade point average of the whole course	Likert 1 - 5
KQHT2	Key training points	Likert 1 - 5
KQHT3	Ranking of academic qualifications in the diploma	Likert 1 - 5
Foreign Language Factor (TDNN)		
TDNN1	Listen and speak fluently a foreign language	Likert 1 – 5
TDNN2	Read and understand foreign language documents	Likert 1 – 5
TDNN3	Editing documents in foreign languages	Likert 1 - 5
Hard Skill Factor (kYNC)		
KYNC1	Professional knowledge trained	Likert 1 – 5
KYNC2	Knowledge of relevant cultural and social background	Likert 1 – 5
KYNC3	Skills in handling work related tasks	Likert 1 – 5
Soft Skill Factor (KYNM)		
KYNM1	Communication and presentation skills	Likert 1 – 5
KYNM2	Effective work planning skills	Likert 1 – 5
KYNM3	Ability to detect, handle, and solve problems	Likert 1 – 5
KYNM4	Teamwork skill	Likert 1 – 5
Factor of Support from School		
HTNT1	Organize study programs in association with foreign countries	Likert 1 – 5
HTNT2	Organize many exchange sessions, orientation seminars for students	Likert 1 - 5
HTNT3	Support procedures for students in the process of going abroad to work	Likert 1 - 5
Working Capability Factor (KNLV)		
KNLV1	Ability to adapt to the working environment	Likert 1 - 5
KNLV2	Ability to work under high pressure	Likert 1 - 5
KNLV3	Self-study and self-training ability	Likert 1 – 5
KNLV4	The ability to listen, absorb and overcome personal weaknesses	Likert 1 - 5

*Note: 5-level Likert scale: level 1 is completely unimportant; level 2 is unimportant; level 3 is normal; Level 4 is important and level 5 is absolutely critical

3. Research Methods

The research methods used in the study include: qualitative research method and quantitative research method. In the 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 has studied. The author is researching that is "Factors affecting overseas career opportunities of students of the Faculty of Business Administration, University of Finance - Marketing" in order to find out relevant information and identify the problem to be solved in the topic. Because the information the authors find is secondary

data, which is available from previous studies and is widely published, there are many documents related to career opportunities abroad. of students at home and abroad, so the author team needs to carry out the process of filtering the most relevant information to ensure accuracy and remove information unrelated to the research topic. In addition, in this qualitative research method, the authors have also applied interviews with some main subjects in the research topic, which are students of the Faculty of Business Administration, University of Finance - Marketing in order to clearly identify the influencing factors, design a set of questions for the research model as a premise for the quantitative research of the topic. Quantitative research method uses factors affecting career opportunities of students and considers the influence of each factor in order to find the most relevant factors affecting career opportunities. Overseas students rely on the information and documents of the qualitative method to be able to show more impact of factors affecting career opportunities abroad. In summary, the main research method of the group of authors is to collect and search for secondary data information related to the research topic, then carry out a screening process to summarize theories to analyze them. analyzed and proved that the influencing factors and arguments proposed by the research team are grounded and reliable. Combining more methods such as using an online survey, the survey was sent to survey the students of the Faculty of Business Administration, University of Finance - Marketing and some other students as well as a group of students. Some of you have graduated about your overseas career needs and opportunities to better orient yourself in the future. Through the effective support of the Internet and popular social networks such as Facebook and Zalo, the authors have easily collected a lot of information with the least cost for their research project. on the issue of "Students' overseas career opportunities".

3.1 Qualitative Research

Qualitative methods are used with group discussion techniques to adjust the scale and evaluate the value of the scale's content. The discussion group consisted of a group of authors who interviewed 2 people in the research sample who were studying at the Faculty of Business Administration, University of Finance - Marketing. From this qualitative research result, the preliminary scale of research concepts is adjusted in terms of the number of observed variables, words and content for use in the next quantitative preliminary research.

3.2 Quantitative Research

3.2.1 Preliminary Quantitative Research

Quantitative methods are used to make a preliminary assessment of the reliability, unidirectionality, convergence value and discriminant value of the scale, thereby eliminating garbage variables. Quantitative preliminary research was conducted by directly interviewing 154 people who are studying at the Faculty of Business Administration of the University of Finance - Marketing through a questionnaire built from the qualitative method. The results after conducting the preliminary quantitative research are the official survey tables.

3.2.2 Formal Quantitative Research

Quantitative method is used with direct interview technique

by printed questionnaire with survey form designed by the research team after receiving your advice in the research sample and reviewing the studies. existed before. The obtained data will be analyzed by SPSS software to test the model and hypotheses.

3.3 The method of data collection

The data used in the study are primary data collected through questionnaires. The questionnaire has a structure of 6 independent variables, each of these independent variable scales is measured from 3 to 4 Likert questions (5 observed variables), in total we have 20 observed variables, designed to Survey of students of the Faculty of Business Administration of the University of Finance - Marketing. The total number of students who directly answered the questionnaire was 154. The above sample size satisfied the formula commonly used to calculate the minimum sample size $n >= 8m + 50$ (Tabachnick & Fidell, 1996) where m is the number of independent variables in the model and n is the minimum sample size. necessary. In this study, with 6 independent variables used, the required minimum sample size is 98 observations and this sample size is also satisfactory to conduct EFA exploratory factor analysis and Binary Logistic regression.

3.4 Data Analysis Methods

Statistics describing career opportunities abroad of students. Cronbach's alpha coefficient is used to test the reliability of the observed variables. Observed variables with a total correlation coefficient less than 0.3 will be removed from the model (Nunnally & Burnstein, 1994). Criteria for the scale to be satisfactory when Cronbach's Alpha is greater than 0.6 or more.

Exploratory factor analysis (EFA) was used to reduce a set of many observed variables to a smaller number of factors to make them more significant (Hair *et al*, 1998). EFA analysis is satisfactory when the KMO index is between 0.5 and 1.0, the Bartlett test is significant when the P value is less than 0.05, the Eigenvalue coefficient is greater than 1 and the extracted variance is greater than 50%. The common factors can be expressed as linear combinations of the observed variables: $F_i = W_{i1}X_1 + W_{i2}X_2 + W_{i3}X_3 + \dots + W_{ik}X_k$ Binary Logistic Regression Analysis is used to analyze the influence of factors on career opportunities abroad of students. Influential factors include groups of factors from EFA exploratory factor analysis. The estimated model is as follows:

$$Y_i = \log_e \left[\frac{P(Y=1)}{P(Y=0)} \right] = \beta_0 + \beta_1 * X_1 + \dots + \beta_i * X_i$$

In which, Y_i is the overseas career opportunities of the students ($Y_i = 1$ has a chance; $Y_i = 0$ has not had a chance), β_i is the coefficient of the explanatory variables (X_i).

3.4.1 Expressing and Encoding the Scale

The scale of factors affecting career opportunities abroad of business administration students is built on the scale of Nguyen Thi Khanh Trinh *et al* (2016), Vo Van Tai and Dao Thi Huyen (2016), Pandey *et al* (2014), Hossai *et al* (2018), Kantane *et al* (2015), Harry *et al* (2018), Majid *et al* (2012), then adjusted for the study study overseas career opportunities of students through qualitative research by group discussion method. The scale after adjustment,

supplement, and official scale is presented in the tables below.

Scale "Study Outcomes"

The scale "Learning outcomes" is based on the scale Nguyen Thi Khanh Trinh *et al* (2016), Vo Van Tai and Dao Thi Huyen (2016) including 3 observed variables from KQHT1 to KQHT3

Table 2: Scale of learning outcomes

Encode	Observed variables	Source
KQHT1	The cumulative grade point average of the whole course	Nguyen Thi Khanh Trinh <i>et al</i> (2016), Vo Van Tai and Dao Thi Huyen (2016)
KQHT2	Key training points	
KQHT3	Ranking of academic qualifications in the diploma	

Scale "Foreign language proficiency"

The scale "Foreign language proficiency" is based on the scale Nguyen Thi Khanh Trinh *et al* (2016), Vo Van Tai and Dao Thi Huyen (2016), Pandey *et al* (2014), Hossai *et al* (2018) including: 4 observed variables from TDNN1 to TDNN4

Table 3: That scale is foreign language level

Encode	Observed Variables	Source
TDNN1	Listen and speak fluently a foreign language	Nguyen Thi Khanh Trinh <i>et al</i> (2016), Vo Van Tai and Dao Thi Huyen (2016), Pandey <i>et al</i> (2014), Hossai <i>et al</i> (2018)
TDNN2	Read and understand foreign language documents	
TDNN3	Editing documents in foreign languages	

Scale "Hard skills"

The scale "Hard skills" is based on the scale Nguyen Thi Thanh Van (2016), Kantane *et al* (2015), Harry *et al* (2018) including 3 observed variables from KYNC1 to KYNC3.

Table 4: Hard skill scale

Encode	Observed variables	Source
KYNC1	Professional knowledge trained	Nguyen Thi Thanh Van (2016), Kantane <i>et al</i> (2015), Harry <i>et al</i> (2018)
KYNC2	Knowledge of relevant cultural and social background	
KYNC3	Skills in handling work related tasks	

Scale "Soft skills"

The scale "Soft skills" is based on the scale of Nguyen Thi Khanh Trinh *et al* (2016), Nguyen Thi Thanh Van (2016), Majid *et al* (2012), Hossai *et al* (2018) consisting of 4 observed variables. from KYNM1 to KYNM4.

Table 5: Soft skills scale

Encode	Observed variables	Source
KYNM1	Communication and presentation skills	Nguyen Thi Khanh Trinh <i>et al</i> (2016), Nguyen Thi Thanh Van (2016), Majid <i>et al</i> (2012), Hossai <i>et al</i> (2018)
KYNM2	Effective work planning skills	
KYNM3	Ability to detect, handle, and solve problems	
KYNM4	Teamwork skill	

Scale "Support from the school"

The scale "Support from the school" is based on the scale Trinh Thi Hoa Mai, Vietnam National University, Hanoi, 2008 including 3 observed variables from HTNT1 to HTNT3.

Table 6: Scale of support from the school

Encode	Observed variables	Source
HTNT1	Organize study programs in association with foreign countries	Trinh Thi Hoa Mai, Vietnam National University, Hanoi, 2008
HTNT2	Organize many exchange sessions, orientation seminars for students	
HTNT3	Support procedures for students in the process of going abroad to work	

Scale "Workability"

The scale "Working ability" is based on the Nguyen Thi Thanh Van scale (2016) including 4 observed variables from KNLV1 to KNLV4.

Table 7: Workability scale

Encode	Observed Variables	Source
KNLV1	Ability to adapt to the working environment	Nguyen Thi Thanh Van (2016)
KNLV2	Ability to work under high pressure	
KNLV3	Self-study and self-training ability	
KNLV4	The ability to listen, absorb and overcome personal weaknesses	

4. Research Results

To determine the factors affecting the overseas career opportunities of the students and the importance of each factor to the career opportunities abroad, the authors used SPSS 2.0 software to support the students. support to perform reliability test and statistical analysis of factors through Cronbach's Alpha reliability coefficient. Next, the authors use Exploratory Factor Analysis (EFA) to examine the factors affecting career opportunities abroad. Then, the authors conducted Binary Logistic regression analysis to know the influencing factors and evaluate the degree of influence of each factor on the career opportunities abroad of the students.

4.1 Checking the Reliability of Research Tools and Descriptive Statistics Analysis

4.1.1 Statistical Results of the Characteristics of the Respondents to the Questionnaire

Statistical results of the characteristics of the survey subjects in Table 8 show that, out of 154 surveyed respondents, 72 are male, accounting for 46.8% and 82 are female, accounting for 53.2%. The surveyed respondents who are currently freshman to year 2 university students accounted for the majority with the number of 133 respondents, accounting for 86.4%, the number of respondents who are 3rd to 4th year university students. education is 15%, accounting for 9.7%. The rest are graduates and graduates with 6 students accounting for 3.9%. When surveyed about the need and desire to go abroad to work, the majority of respondents said that they have the need and desire to go abroad with the response rate being 79.2%, the remaining 20.8% having no. demand. South Korea, Japan, and Singapore are the three countries that receive the most attention and desire from students when surveyed.

Table 8: Statistical results on characteristics of survey subjects

Targets	Observable variables (154 people)	Ratio (%)
Sex		
Male	72	46.8%
Female	82	53.2%
Year student		
Year 1 – Year 2	133	86.4%
Year 3 – Year 4	15	9.7%
Graduated	6	3.9%
The need to work abroad		
Have	122	79.2%
Are not	32	20.8%
Country you want to work in		
Korea	36	23.4%
Singapore	32	20.8%
Japan	30	19.5%
America	30	19.5%
Canada	8	5.2%
Other	18	11.6%

Table 9: Evaluation of the reliability of the scale

Variable	Observable variable name	Total variable correlation	Cronbach's Alpha if variable type
Learning Outcome (KQHT) Cronbach's alpha = 0.846			
KQHT1	The cumulative grade point average of the whole course	0.616	0.771
KQHT2	Full training points	0.837	0.660
KQHT3	Ranking of academic qualifications in the diploma	0.822	0.686
Foreign Language Proficiency (TDNN) Cronbach's alpha = 0.807			
TDNN1	Listen and speak fluently a foreign language	0.719	0.668
TDNN2	Read and understand foreign language documents	0.671	0.719
TDNN3	Editing documents in foreign languages	0.579	0.810
Hard Skill (KYNC) Cronbach's alpha = 0.779			
KYNC1	Professional knowledge trained	0.794	0.600
KYNC2	Knowledge of relevant cultural and social background	0.793	0.604
KYNC3	Skills in handling work related tasks	0.821	0.586
Soft Skills (KYNM) Cronbach's alpha = 0.901			
KYNM1	Communication and presentation skills	0.775	0.873
KYNM2	Effective work planning skills	0.801	0.865
KYNM3	Ability to detect, handle, and solve problems	0.753	0.881
KYNM4	Teamwork skill	0.788	0.868
School Support (HTNT) Cronbach's alpha = 0.764			
HTNT1	Organize study programs in association with foreign countries	0.573	0.707
HTNT2	Organize many exchange sessions, orientation seminars for students	0.551	0.717
HTNT3	Support procedures for students in the process of going abroad to work	0.596	0.697
Ability to work (KNLV) Cronbach's alpha = 0.919			
KNLV1	Ability to adapt to the working environment	0.868	0.875
KNLV2	Ability to work under high pressure	0.802	0.898
KNLV3	Self-study and self-training ability	0.743	0.917
KNLV4	The ability to listen, absorb and overcome personal weaknesses	0.840	0.885

Source: Cronbach Alpha test results from survey data in 2019

4.1.2 Check Scale Reliability

The results of the scale testing in Table 9 show that all 20 observed variables have correlation coefficients of the total variables greater than 0.3, all scales have Cronbach's Alphacoe System coefficients in the range (0.7 to 0.9) shows that the scales are all significant.

4.2 Exploratory Factor Analysis (EFA)

After testing the reliability of the scale, the authors

conducted exploratory factor analysis EFA. The results of the EFA exploratory factor analysis showed that the KMO coefficient was 0.751, which satisfied the suitability of the factor analysis, the Sig coefficient = 0.000 showed that there were significant correlations between the observed variables. statistics, so the observations are suitable for factor analysis. The extracted variance is 76.191% suitable for factor analysis, indicating that 6 groups of factors explain 76.191% of the variability of the data.\

Table 10: Result of factor rotation matrix analysis

Observed Variables	Load Factor					
	first	2	3	4	5	6
KNLV1	0.907					
KNLV4	0.888					
KNLV2	0.875					
KNLV3	0.854					
KYNM2		0.886				
KYNM1		0.869				
KYNM4		0.857				
KYNM3		0.851				
KYNC3			0.944			
KYNC1			0.931			
KYNC2			0.893			
HTNT1				0.801		
HTNT3				0.767		
HTNT2				0.750		
KQHT2					0.953	
KQHT3					0.940	
KQHT1					0.698	
TDNN1						0.890
TDNN2						0.850
TDNN3						0.754

Source: Result of factor rotation matrix analysis from survey data in 2019

4.3 Binary Logistic Analysis

After exploratory factor analysis EFA, conduct Binary Logistic regression analysis to know the influencing factors and assess the degree of influence of each factor on the career opportunities of overseas students. According to the regression results, the regression model is built with statistical significance because the Chi-square test results have Sig = 0.000 < 0.05. Pseudo coefficient R2 = 0.570, showing that 57% of the change of the dependent variable is explained by 6 independent variables in the model, the rest is due to other factors. On the other hand, the indicator -2LL (-2 log likelihood) = 151,218 and the high predictive power of the model (84.5%) show that the overall model fits well.

Variable	Variable name	Beta coefficient (B)	Standard Error (SE)	Factor (dY/dX)
	Constant	2,535***	0.321	-
KNLV	Ability to work	0.963***	0.263	0.1421
KYNM	Soft skills	0.977***	0.237	0.1442
KYNC	Hard skills	1,216***	0.261	0.1794
HTNT	Support from the school	0.655***	0.229	0.0918
KQHT	Learning outcomes	0.483**	0.199	0.0712
TDNN	English level	0.774***	0.225	0.1142
Number of observations		154		
- 2 log likelihoods		151.218		
Pseudo coefficient R2		0.570		

Source: Binary Logistic regression analysis results from 2019 survey data

Note: *** and ** represent statistical significance at 1% and 5%, respectively.

Through the results in the regression table, it shows that there are 6 factors that have a positive impact (positive Beta coefficient) on the career opportunities of students abroad among the 6 independent variables included in the analysis, there are 5 independent variables. established as Hard Skills (KYNC); Soft skills (KYNM); Ability to work (KNLV); Support from the school (HTNT); Foreign language proficiency (TDNN) has a regression coefficient with Sig less than 1% significance level and Learning Outcomes

(KQHT) has a regression coefficient with Sig less than 5% significance level, i.e., statistically significant. Therefore, the study can conclude that the hypotheses are all accepted. Because the research objective is to measure the strong and weak impact of each factor on career opportunities abroad, the binary regression equation extracted by the standardized Beta coefficient has the following form:

$$PT: 2,535 + 1,216 * KYNC + 0.977 * KYNM + 0.963 * KNLV + 0.774 * TDNN + 0.665 * HTNT + 0.483 * KQHT$$

Note:

- KYNC: Hard skill
- KYNM: Soft skills
- KNLV: Ability to work
- TDNN: Foreign language proficiency
- HTNT: Support from the school
- KQHT: Learning Outcomes

The group of factors Hard skills has the highest influence on the career opportunities of students abroad. Factor Hard skills with Beta coefficient 1.216 with 1% significance level, marginal impact is 0.1794, it has 17.94% influence on career opportunities abroad of the following students. When this factor increases by 1 unit, the overseas career opportunities of students after graduation will increase by 17.94%.

Soft skills factor has the second highest influence on students' career opportunities abroad. With a Beta coefficient of 0.977 at 1% significance level, the marginal effect is 0.1442, this factor affects 14.42% of career opportunities abroad. When the soft skills factor increases by 1 unit in the scale, the probability of job opportunities abroad increases by 14.42%.

The Workability factor also has an influence on the student's career opportunities abroad, through the Beta coefficient of 0.963 with the significance level of 1%, when the Workability factor increases by 1 unit, the job opportunity

increases. Student's professional association will increase with a probability of 14.21%

Factor Foreign language proficiency, with Beta coefficient 0.774 at 1% significance level, marginal impact is 0.1142, it has 11.42% influence on students' career opportunities abroad. When the factor of foreign language proficiency increases by more than 1 unit in the scale, the probability of career opportunities abroad increases by 11.42%.

Factor Support from schools has a Beta coefficient of 0.655 at 1% significance level, marginal impact is 0.0918, it has a 9.18% influence on career opportunities abroad. When this factor increases by 1 unit in the scale, the career opportunities abroad increase by 9.18%.

The learning outcome factor has the lowest influence on students' job search after graduation, with the Beta coefficient 0.483 at the 5% significance level, the marginal effect is 0.0712, it has a significant effect. 7.12% to students' job search. When the Learning Outcomes factor increases by more than 1 unit in the scale, the probability of finding a job after graduation increases by 7.12%.

5. Conclude

The research team analyzed the factors affecting the career opportunities of students abroad based on survey data of 154 students. Before conducting regression analysis, the research team made some descriptive statistics on the existing data set to analyze the current situation of students' needs and opportunities to work abroad. The research model proposes the factors affecting the career opportunities of students abroad, including 6 independent factors: (1) Academic results; (2) Foreign language proficiency; (3) Hard skills; (4) Soft skills; (5) Support from the school; (6) Ability to work. The results of Binary Logistic regression analysis have identified all six factors mentioned above that affect the career opportunities abroad of students. The research results also show that the degree of influence of each factor affecting the career opportunities abroad of students is different. Specifically, the factor with the strongest influence is Hard Skills, followed by Soft Skills, Workability, Foreign Language Proficiency, School Support and Learning Outcomes. Hard skills are the most important factor for students to find jobs after graduation, the more skills increase, the higher the students' chances of going abroad to work. From the results of this study, the authors have proposed three groups of solutions to improve job opportunities as well as career opportunities for students who have the desire and need to work abroad.

5.1 Solutions to Improve Career Opportunities Abroad for Students of the Faculty of Business Administration, University of Finance - Marketing

First, the group of solutions for students

- Students need to have a clear career direction for themselves, constantly improve their knowledge, master professional expertise, and practice their attitudes to study and work.
- Actively participate in skills training activities in school and outside social activities.
- Learn and actively participate in training courses to develop soft skills, take advantage of lectures in lectures and extracurricular activities to develop soft skills for yourself.
- Self-study to improve foreign language proficiency

through school courses, English clubs, traditional channels or through modern channels.

- Actively seeking information about recruitment needs abroad and applying to multinational companies will have more opportunities to go abroad for training. From there, there will be more opportunities to work abroad.

Second, the group of solutions for the School

- The training program needs to be appropriate, the subjects must be suitable for the training profession and provide the professional knowledge that businesses need.
- The school needs to have solutions to improve training quality, innovate training forms, organize many joint study programs with foreign countries to create the most favorable conditions for each individual to study according to their own plan.
- Promote field trips and professional practice at foreign enterprises, increase internship time at enterprises.
- It is possible to arrange some specialized subjects that require students to practice at foreign enterprises for a month in order to write a report comparing theory and practice at the enterprise.
- The school needs to strengthen the connection between the school and foreign businesses in order to improve the quality of training to meet the output standards, creating conditions for students to have more opportunities to exchange and work with foreign enterprises. outside so that they have the opportunity to interact with employers to learn experience and professional knowledge, and define their goals more clearly.
- Coordinating between industries, organizing job creation for students at enterprises. The school also needs to regularly organize youth creative clubs, focusing on educating students in soft skills in communication, problem-solving, foreign languages, informatics, and encouraging students to participate in research. science...
- Create conditions to invite foreign lecturers or lecturers who have lived and worked abroad with high qualifications and education to work, helping students learn from experience or exchange problems about problem of going abroad to work.

Third, the group of solutions for foreign employers

- Vietnam has advantages with abundant labor force and young labor structure. Therefore, in the future, Vietnam may export a lot of its labor force to foreign countries - countries with a high aging population structure and a shortage of human resources such as Korea, China, etc. China, Japan.
- Overseas employers need to regularly consult and connect with universities in the recruitment and training stages, and coordinate with schools to develop training programs that are both appropriate to the actual needs of the country. Jobs are consistent with regulations and framework programs of ministries and sectors managing education and training work.
- Employers and businesses abroad also need to actively support students and students to access the real working environment so that students can better understand what they need to improve and what they must achieve. What are the conditions to be able to work long-term in the working environment.

5.2 Limitations of the Study and Directions for Further Research

Limitations due to the survey sample: due to time constraints, the study carried out sampling by a convenient, non-probability method, so the representativeness of the sample in the population was not high. The survey sample is only limited to the students of the Faculty of Business Administration, University of Finance - Marketing, which is the majority, not surveyed students who are having opportunities to work abroad.

Due to the limited number of questions in the survey, the author has not considered the personality variable. Previous studies have shown that personality influences the chances of working abroad (Caligiuri *et al.*, 2009).

This study was carried out in only one University of Finance and Marketing, one particular faculty, the Faculty of Business Administration. Therefore, the study has not considered the factors of profession and training quality of other universities.

The final limitation, due to time and data collection limitations, all observed variables are measured by a single survey questionnaire, making the measurement of variables not really accurate. corpse.

Therefore, future studies should focus on the following issues: Firstly, it is advisable to survey with a larger sample size and conduct research on many different universities and professions. Second, further research should consider more factors: personality, career goals of the students, etc. In addition, further studies should clarify the factors that determine the recruitment decision. by employers abroad. Finally, further research should examine the relationship between students' real need and intention to work abroad, and at the same time should survey students who are having the opportunity to work abroad. outside, thereby comparing the differences between these two groups.

Although there have been many efforts, the research cannot avoid limitations and errors. Therefore, the author team is looking forward to receiving contributions and feedback from teachers and readers.

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