

# Evaluation of the Ability to Respond the Job Placement of Students to Enterprises during Integration 4.0

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*Abstract* - Currently, in the curricula of universities and colleges, the integration of skills training for students is a trend, which is also a requirement in the assessment of learning outcomes both standard skills and attitudes. Employers often evaluate candidates based on 3 factors: Knowledge - Skill - Attitude. In particular, the attitude at work is always appreciated because skills can be trained but self-awareness and initiative are not. Therefore, the requirements for students require skills to serve the job position. However, current births lack professional and soft skills. Students from high school to college are not able to adapt to the way of learning and working because the environment is completely different. Most students while still in school are not aware of the importance of skills for job requirements, no sense of study, no spirit of work or have but do not find interest in. Therefore, the work is not at its best and the efficiency is not high. The article focuses on researching and evaluating about ability to respond the job placement of students during integration 4.0, on that basis, to propose effective solutions in training to improve training efficiency, thereby helping students to respond the job position and facilitate finding suitable jobs, increasing competitive advantage in job hunting for students.

*Key- Words:* Job placement, job application skills, job availability, student, enterprise, ASK.

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## 1 Introduction

The position of employment is a topic of concern in the society today. Position or workplace in an agency, an organization or unit in which an employee is known to perform a job or a group of jobs that are stable, permanent and have repetition according to specific titles and positions [1]. Job responsiveness in an age of technological boom is of particular interest because if workers do not meet the actual work requirements, they will be left behind and lose job opportunities. Respond to work understands the requirements and requirements of the job. People who are capable of responding jobs are those who have enough knowledge and attitude to fulfill requirements and require jobs [2,5,6]. Usually divided into 5 levels of response:

The level of response is very good: with the knowledge, professional skills, career attitudes, students fully respond in an excellent, creative, flexible, vocational way to meet the assigned job.

The level of response is quite good: Compared with the training while still in school, the ability to respond the work of students at this level is to complete well the assigned work.

Good response level: The response to a large amount of knowledge, skills, and attitudes when being trained in the school helps students complete the assigned jobs.

Level of not good, average: Compared with the training in the school, the professional skills that students apply to jobs only meet part of the assigned work.

Completely bad level of response: Compared with the training in the school, students do not complete the professional work.

Most graduate students face unemployment or have difficulty finding jobs because they do not respond the requirements of employers. Therefore, in order to respond the job position, in addition to professional knowledge trained in professional schools, students need to have 3 basic knowledge blocks:

*The first* is professional skills group, that is the foundation knowledge that students accumulate through university learning and training, related to professional qualifications, degrees,... related to the location that students members apply. Accordingly, this skill group is demonstrated by a number of criteria as follows: foreign language proficiency, information technology, correct job training and relevant experience. Good foreign language ability will help students have the opportunity to find good jobs. Improving foreign language capital is an urgent requirement. In most job postings, the common requirement for foreign language proficiency is basic English. Besides the level of

foreign languages, the requirements of office computer literacy are quite popular because in the era of information technology development as quickly as today, computers and internet are indispensable tools in the past. submission process. Depending on the job, it may require proficiency in using the software.

The requirements of the right industry are also mentioned by employers: students need to master the knowledge of business operations of the business, the domestic and foreign markets.

*The second* is the soft skills group. The soft skills that show the personality, ethical qualities that employers are looking for in the candidates can be mentioned: honesty, hard work, enthusiasm, flexibility in work, care and responsibility high responsibility at work. In the recruiting tidbits, there are also many mentioned: happy, fast, friendly sociable personality. Employers value the skills that show the candidate's ability more clearly through job practice such as being motivated, creative, teamwork, independent working mindset, under pressure work, good communication skills. The ability to communicate is highly appreciated by employers, it requires students to show their confident, agile, gifted behavior in all situations. Employers want to find employees who are able to work effectively and efficiently when working in teams, this requires that each employee has a sociable personality, respects the deadlines of the job and is willing to help the people. members to keep up with the progress of the work. However, employers also want their employees to be able to work independently when needed. One of the other requirements of the employer is the ability to withstand the pressure of the job, in fact the job pressure is inevitable, requiring candidates to work to meet the quality and progress. of the whole group.

*The third* is management skills group. This skill set helps college graduates make a strong impression on employers. Employers' requirements for this skill group include: problem solving, organizing work plans, negotiations, presentations, problem analysis ... this is a more difficult, role-playing skill group. The role is important to the job's chances of success.

Employers often use the Competence Model in assessing candidate competency. The most commonly used competency model is ASK (Attitude - Skill - Knowledge) model in evaluating candidate competency. This is considered as the basic requirements of each institution that must be met to respond the job placement requirements for students after graduation. At the same time, this

clearly shows the relationship between the job position and the knowledge, skills and attitudes of students [8,9, 11, 12].

ASK is a popular model used in human resource management to train and develop individual competencies. This model sets career standards for organizational titles based on three main sets of standards as Quality or Attitude, Skills and Knowledge.

The person who led the initial development of ASK was thought to be [3]. The model with three main competencies includes:

- Quality/Attitude: belong to the emotional, emotional range (Affective).
- Skills: manipulation skills (Manual or physical).
- Knowledge: belong to the capacity of thinking (Cognitive).

Knowledge is the capacity to collect data, the ability to understand problems (comprehension), application capacity, analysis capacity, synthesis capacity, ability evaluation force. These are the basic competencies that an individual needs to focus on when accepting a job. The more complex the work, the higher the level of requirements for these competencies. These competencies will be concretized according to the characteristics of each enterprise.

Quality is including world view factors that receive and respond to facts (receiving, responding to phenomena), determining values, prioritizing values. Qualities and behaviors reflect the individual's attitude to work, motivation, as well as the qualities needed to perform a job well [7, 17]. Qualifications are also determined in accordance with the position. This is seen as a job preparation for graduates to get a job in the world of work [19].

Skills is the ability to perform tasks, turn knowledge into actions. Usually skills are divided into major levels such as: mimicry (observation and stereotypical behavior), application (perform some actions by following instructions), manipulation (more accurate with each circumstances), creative use (becoming a natural reflex) [13, 18].

ASK model in evaluating candidate competency, research model of [16] in the study "Assessment of executive capacity in small businesses through ASK model" includes 26 observed variables are classified into the following 3 main groups:

- Quality/attitude: Detailed, adaptive, risky, assertive, creative, patient, inclusive.
- Knowledge: Business fields (professional knowledge), foreign languages, political law, culture - society, international integration, environmental

technology, human resource management, marketing, business strategy.

- Skill: Leadership, thinking, team, relationship building, planning, information processing and decision making, time management, oral communication, office administration.

From the above models, the author has grouped and presented an initial draft scale of 26 observed variables belonging to 3 factor groups. After analyzing and testing the model, three groups of factors were drawn as follows: Group of attitude factors include 5 variables closely correlated with each other: ability to adapt to the working environment, risk, assertiveness at work, creativity, patience, embrace. The “K knowledges” factor group consists of 5 closely correlated variables: business lines (expertise), human resources management, financial accounting, marketing, business strategies. The KN factor group “skill” includes 5 variables that are closely related to each other: leadership skills, thinking skills, team building, relationship building, planning. The quality model of [15] is an overall picture of service quality. However, this model is more conceptual. Hypotheses in the model need a series of studies to test. One of these studies, and also the most important, is to measure the quality of perceived services by customers in order to do this. The first task is to conceptualize the components of perceived service quality. by customers to be able to design a measurement scale. The quality of a service perceived by a customer can be modeled into ten components, namely:

(1) Reliability refers to the ability to deliver services appropriately and on time for the first time.

(2) Responsiveness expresses the desire and willingness of service staff to provide services to customers.

(3) Service competence refers to the level of expertise to perform the service. Serviceability manifests itself when employees come into contact with customers, employees directly perform services, the ability to research on obtaining relevant information necessary for customer service.

(4) Access makes it easy for customers to access services such as shortening customer wait times, service locations and convenient opening hours for customers.

(5) Courtesy speaks out about a friendly, respectful and customer-friendly service personality.

(6) Information relating to communication and communication with customers in a language they understand easily and listen to issues related to them such as service explanation, cost, settlement complaint inquiries.

(7) Credibility indicates the ability to create trust for customers, making customers trust in the company. This ability is reflected in the name and reputation of the company, the personality of service employees communicate directly with customers.

(8) Security relates to the ability to ensure the safety of customers, reflected in the physical, financial security, as well as the confidentiality of information.

(9) Understanding / knowing the customer is expressed through the ability to understand the needs of customers, take care of them personally and identify regular customers.

(10) Tangibles are shown through the appearance, attire of the attendant and the service equipment.

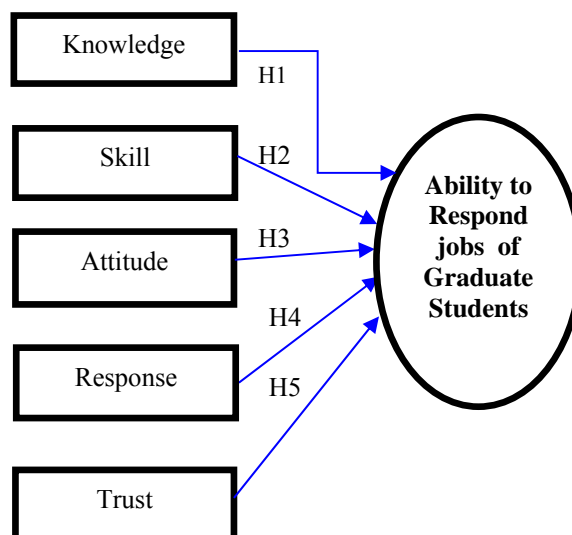
In this study, we use the SERVQUAL model as an employer to measure business satisfaction with the training quality of students.

## 2 Model design and research methods

### 2.1 Model design

Building a research model to assess students' ability to respond job positions is conducted based on surveys, assessing factors that have a decisive influence on the quality of training, competence of students after graduation. The building of a research model is based on the inheritance of the ASK competency model of [3,16], the author has proposed a research model of student's job satisfaction after graduation. The model is intended to reflect the ability of new graduates through meeting the recruitment requirements of the business. The model was built with 5 groups of factors, reflecting the enterprises' requirements for the human resources they employ, including knowledge, skills, attitudes and other fundamental elements

**Figure 1. Research model of Job Responsibility of the student**



Research hypotheses: In the process of researching on the ability to respond the job position of students after graduating from university in order to create proposed solutions to innovate, change the training and teaching methods, and contribute to improving education quality. Researching students' ability to respond job placements is based on studies and assumptions made for the research process. The assumptions are made based on the influential factors, the main decision on the quality of training and especially on the students' capacity, namely: knowledge, skills, attitudes... Therefore, the formulation of the assumptions must be based on the opinion of the enterprise where employers will be based, which is the student after graduation. The following research hypotheses:

H1: The higher the student's knowledge, the higher is the ability to respond the recruitment requirements of the business. Includes observed variables as Professional knowledge of trained trades, social knowledge, foreign language skills, computer skills and other knowledge groups.

H2: The higher the attitude of students, the higher the ability to respond recruitment requirements of businesses. Includes observed variables as adapting to the workplace working environment, adhering to the company's internal rules, being patient at work, being ready to adapt to the change of the business.

H3: The higher the student's skills, the higher is the ability to respond the recruitment requirements of the business. Includes observing variables as teamwork, independent work, communication - presenting to a crowd of critical, practical thinking at businesses, groups of other skills.

H4: The higher the level of student responsiveness, the higher the ability to respond the recruitment requirements of the business. Includes observed variables: listening level, work flexibility, enthusiasm at work.

H5: The higher the reliability of students, the higher the ability to meet the recruitment requirements of the business. Includes the following observation variables: the degree of long-term attachment to the enterprise, the degree of commitment to self-development, the degree of compliance with employees' rights and responsibilities, the degree of respect for corporate discipline.

## 2.2. Research Methods

The research method used is quantitative combined with descriptive statistical methods, tested, using regression analysis to determine the factors affecting students' ability to respond job positions after

*(Source: Author's proposal)*

graduation. This is the general methodology used in the thesis research process. When researching an issue, such as the qualification factor that responds the employer's needs, it should be put in the overall relationship with other factors.

Methods of system analysis, document synthesis are used in the process of collecting and searching documents to systematize theories related to students' ability to respond job positions. When researching the qualifications to respond the employers' needs, the paper uses the following methods:

Qualitative research: conduct discussions, consult economists, employers who are leaders of businesses to identify the essential elements of the labor force that businesses need. This is the basis for the author to build a questionnaire for the research content. The observations in the model were selected based on a combination of empirical studies to form the initial draft scale. Then, explore, refine the observations to suit the province's characteristics, as a basis for building the final scale with the observed variables.

Survey: The objective is to consult the business in recognizing and evaluating students' ability to respond job positions. Number of businesses surveyed: Official survey of 150 enterprises.

Survey method: The survey was conducted with a structured questionnaire with pre-designed response options, and the respondent simply checked the given options on the questionnaire.

The process of investigation and survey for businesses is done through 5 basic steps as follows:

*Step 1:* Gather information to build the questionnaire: The questionnaire formulation for research of the thesis is based on the information source to be collected in the theoretical model and the research on assess the factors affecting the employment position of students after graduation on the basis of consulting experts and scientists.

*Step 2:* Determine the necessary sample size and scale: According to some studies of [10] about the expected sample size for EFA discovery factor analysis. Accordingly, the minimum sample size selected is usually 5 times the total number of observed variables. This sample size is suitable for research using factor analysis [4]. On that basis, the research model will determine the number of variables needed in the questionnaire and the number of samples needed for the survey process to ensure reliability.

*Step 3:* Design questionnaire: Research using Likert scale, is the most common type in quantitative research method with 5 levels from 1 to 5 to find out the level of assessment of the answer human.

*Step 4:* Conduct surveys: 150 questionnaires were sent to small and medium-sized businesses.

*Step 5:* Processing data through SPSS software and descriptive statistical methods. Secondary and primary data after collection will be processed by Microsoft Excel software. The primary data collected through the enterprise questionnaire was processed with the support of SPSS 2.0 software.

After the data has been entered into the software, process and analyze the results by the following methods: Descriptive statistics, this method performs a description of all collected phenomena based on the calculated database.

Test the reliability of Cronbach's Alpha scale: this is a statistical test of the strictness of the set of observations in the scale. This method helps to eliminate inappropriate variables and limit the spam variables that appear in the research model.

EFA Discovery Factor Analysis: This method is mainly used to shrink and summarize data. This is a tool to evaluate the scale in quantitative research. This method is used to analyze factors by Principal Components, which allows to reduce many variables (Variables or Items) that are more or less interrelated into quantities that are expressed as correlations. In linear terms, these are called factors (Factors). In EFA analysis, factors with a weight less than 0.5 are excluded. The extraction method used is the Principal Component with Varimax rotation and stops when extracting elements with Eigenvalue  $\geq 1$ . The scale is acceptable when the total variance is  $\geq 50\%$ .

Correlation analysis: This analysis shows the correlation level, the relationship between factors that meet the needs of employers (independent variable) and the choice of labor resources of the enterprise (dependent variable).

### 3. Research results

#### 3.1 Results of building a scale

A scale is a tool used to convention (sign) the status or extent of survey units according to the characteristics considered. The scale is built by the author with 3 types: identification scale, hierarchical scale, approximate scale.

Nominal Scale: The classification and naming of expressions and assign them a corresponding number. Statistical operations that can be used for the nominal scale are: count, calculate the frequency of a given expression, determine the mode value, perform a number of tests. Based on that nature and the goals you have used to ask interview questions.

Interval Scale: Measurements of this scale include both the properties of the hierarchical scale and the addition of a measurement unit to describe the difference between measurements. The scale itself does not have its absolute value in magnitude, but tells us about the magnitude of the difference between measurements.

Ordinal Scale: When the data has the properties of the scale defined and accompanied by a ranking or general order. Typically, the hierarchical scale has a form of high to low ranking, according to the priority level arranged from 1 to 3, from 1 to 5 or from 1 to 7 [14]. It is common for the level from 1 to 5 to find out the rating level. of human answers. Student performance questions are measured on a 5-level likert scale: Level 1: Absolutely not good; Level 2: Not good; Level 3: Wondering; Level 4: Good; Level 5: Very good.

**Table 1. Encoding Scale**

| Out independence | Sign | Observations   |
|------------------|------|--|
| Knowledge        | KT1  | Professional knowledge of trained trades                                 |
|                  | KT2  | Social knowledge   |
|                  | KT3  | Language proficiency   |
|                  | KT4  | Computer literacy  |
|                  | KT5  | Group of other knowledge   |
| Attitude         | TD1  | Adapting to the working environment at the enterprise                    |
|                  | TD2  | Compliance with corporate rules  |
|                  | TD3  | Patience at work   |
|                  | TD4  | Willingness to adapt to changing business                                |
| Skill            | KN1  | Teamwork   |
|                  | KN2  | Work independently   |
|                  | KN3  | Communicate, present to the crowd  |
|                  | KN4  | Critical thinking  |
|                  | KN5  | Practical, practical skills in enterprises                               |
|                  | KN6  | Group of other skills  |
| Response         | DU1  | Level of listening   |
|                  | DU2  | Flexible at work   |
|                  | DU3  | Enthusiasm at work   |
| Trust            | TC1  | Degree of long-term commitment to the company                            |
|                  | TC2  | Level of commitment to personal growth                                   |
|                  | TC3  | The degree of compliance with the rights and responsibilities of workers |
|                  | TC4  | Degree of respect for the discipline of the company                      |

(Source: Research results of the author)

### 3.2. Results of running the model

Source and data collection: used in the study were collected by survey questionnaires corresponding to 22 independent (hypothetical) variables with the number of samples taken for model testing is 150 small and medium-sized enterprises in Thai Nguyen province and Hanoi city.

Test the reliability of Cronbach's Alpha scale. After analyzing scales with Cronbach's Alpha results greater than 0.5, it is acceptable that variables with a correlation coefficient of variables smaller than 0.3 will be disqualified to increase the reliability of the scale.

**Table 2. Cronbach's Alpha of the variables on the recruitment scale use of the business**

| Observed variables             | Medium if scale variable type | Variance if scale variable type | Correlate variable sum | Cronbach's Alpha if variable type |
|--------------------------------|-------------------------------|---------------------------------|------------------------|-----------------------------------|
| <b>Knowledge: Alpha = 0.80</b> |                               |                                 |                        |                                   |
| KT1                            | 126069                        | 8.282                           | .812                   | .807                              |
| KT2                            | 125793                        | 9.523                           | .686                   | .843                              |
| KT3                            | 125931                        | 9.437                           | .661                   | .853                              |
| KT4                            | 126483                        | 9.730                           | .577                   | .80                               |
| KT5                            | 127724                        | 9.677                           | .721                   | .821                              |
| <b>Attitude: Alpha = 0.88</b>  |                               |                                 |                        |                                   |
| TD1                            | 9.6276                        | 6.430                           | .908                   | .821                              |
| TD2                            | 9.6069                        | 6.990                           | .815                   | .832                              |
| TD3                            | 9.6690                        | 7.126                           | .749                   | .880                              |
| TD4                            | 9.4345                        | 7.303                           | .780                   | .871                              |
| <b>Skill: Alpha = 0.82</b>     |                               |                                 |                        |                                   |
| KN1                            | 15.7448                       | 17.969                          | .781                   | .843                              |
| KN2                            | 15.7862                       | 19.600                          | .610                   | .832                              |
| KN3                            | 15.8069                       | 17.976                          | .733                   | .821                              |
| KN4                            | 15.7724                       | 17.858                          | .726                   | .812                              |
| KN5                            | 15.8276                       | 17.005                          | .821                   | .842                              |
| KN6                            | 15.7517                       | 18.049                          | .701                   | .831                              |
| <b>Response: Alpha = 0.87</b>  |                               |                                 |                        |                                   |
| DU1                            | 6.1655                        | 4.042                           | .765                   | .865                              |

|                            |        |       |      |      |
|----------------------------|--------|-------|------|------|
| DU2                        | 6.4138 | 3.828 | .772 | .821 |
| DU3                        | 6.3724 | 3.360 | .887 | .732 |
| <b>Trust: Alpha = 0.86</b> |        |       |      |      |
| TC1                        | 9.2000 | 7.286 | .802 | .763 |
| TC2                        | 9.2759 | 7.798 | .783 | .788 |
| TC3                        | 9.3310 | 7.181 | .851 | .821 |
| TC4                        | 9.2483 | 6.980 | .857 | .822 |

(Source: Research results of the author)

Knowledge variable scale: Has a Cronbach's Alpha coefficient equal to 0.80. The correlation coefficients of the variables KT1, KT2, KT3, KT4, KT5 are all greater than 0.3. Therefore, the variables KT1, KT2, KT3, KT4 and KT5 are used in the next EFA analysis.

Attitude variable scale: Has a Cronbach's Alpha coefficient equal to 0.88. The correlation coefficients of the variables TD1, TD2, TD3, TD4, are all greater than 0.3. Therefore, the variables TD1, TD2, TD3, TD4 are used in the next EFA analysis.

Skills variable scale: Has a Cronbach's Alpha coefficient equal to 0.82. The correlation coefficients of total variables KN1, KN2, KN3, KN4, KN5 and KN6 are all greater than 0.3. Therefore the variables KN1, KN2, KN3, KN4, KN5 and KN6 are used in the next EFA analysis.

Response variable scale: Has a Cronbach's Alpha coefficient equal to 0.87. The correlation coefficients of the variables DU1, DU2 and DU3 are all greater than 0.3. Therefore, the variables DU1, DU2, DU3 are used in the next EFA analysis.

Variable scale Reliability: Has a Cronbach's Alpha coefficient equal to 0.86. The correlation coefficients of total variables TC1, TC2, TC3, TC4 are all greater than 0.3. Therefore, the variables TC1, TC2, TC3 and TC4 are used in the next EFA analysis.

### 3.3. Analysis of EFA discovery factor

Factor analysis with scales of independent variables are presented in Table 3. At the same time, Table 3 shows the KMO and Bartlett test results for independent variables.

**Table 3. KMO and Bartlett test results for independent variables**

| <b>KMO and Bartlett's Test</b>      |                    |         |
|-------------------------------------|--------------------|---------|
| Kaiser-Meyer-Olkin Measure Adequacy |                    | .814    |
| Balett's test of scale              | Approx. Chi-Square | 268.748 |
|                                     | Df                 | 231     |

|  |      |      |
|--|------|------|
|  | Sig. | .000 |
|--|------|------|

(Source: Research results of the author)

With the assumption  $H_0$  posed in this analysis is that between 22 variables closely in the overall are not related to each other. The total variance is  $78,987\% > 50\%$ . KMO coefficient =  $0.814 > 0.5$  factor analysis suitable for research data. Bartlett's test result is 268.748 with significance level. The significance level (Sig.) =  $0.000 < 0.05$  should the variables be correlated with each other on the overall scale. Should be satisfied with the condition of factor analysis. These observed variables satisfy the conditions and are used in subsequent analysis to achieve the desired results.

### 3.4. Regression analysis to determine the factors affecting students' ability to respond job positions after graduation

To analyze the correlation between DUVL and KT, TD, KN, DU, TC, The author built a hypothetical model: To clarify the relationship between DUVL and factors that respond the job position of students such as KT, TD, KN, DU, TC, specifically:

DUVL=

$$\beta_0 + \beta_1 * KT + \beta_2 * TD + \beta_3 * KN + \beta_4 * DU + \beta_5 * TC + \varepsilon \quad (1)$$

Inside:

KT: The measurement value of Knowledge.

TD: Measurement value of Skill.

KN: Measurement value on Attitude.

DU: Measurement value of Response

TC: Measurement value of Trust.

$\beta$  are dynamic regression parameters.

$\varepsilon$ : is a random error.

Assessing the job satisfaction level of students after graduation based on measurement factors: Based on the survey results of students' ability to meet job positions through influencing factors. Directly and decide on the school's training activities as follows:

Therefore, all 5 factors with 22 observed variables are also evaluated by businesses (employers), all 22 observed variables are rated at a good level by businesses. It can be commented that most of the students after graduating from university are evaluated by enterprises as meeting the job position, which proves the quality and training activities of the university. However, in order to know more precisely which of these factors determine which factors influence much, which factors affect students' ability to meet job positions, the article

continues to analyze each correlation to identify these main influencing factors.

Analysis of correlation coefficients between variables: Use the pearson correlation coefficient to analyze the linear relationship between quantitative variables to see if the degree is closely related or not. By analyzing the correlation of pearson coefficient among quantitative variables, the results showed that the correlation coefficients were all large at more than 0.610, showing the linear correlation relationship between the variables quite closely, the highest = 0.908, the lowest = 0.577.

Thus, with the above results do not exceed the condition factor 0.85 (John et al., 2000), this affirms among factors having discriminant values.

Hypothesis testing and multiple regression analysis on the ability to respond the job position of students after graduation.

Based on the main factors affecting the ability to respond the job position of students with the quality and training of the school, the article conducted using SPSS software to evaluate multiple regression analysis to check the suitability of the research model and test the specified assumptions.

**Table 4. Results of regression analysis**

| Factors   | Beta | Sig  | VIF(variance inflation factor) |
|---|------|------|--------------------------------|
| Knowledge (KT)                                  | .213 | .000 | 1.753                          |
| Attitude (TD)                                   | .343 | .000 | 1.912                          |
| Skill (KN)                                      | .371 | .000 | 1.835                          |
| Response (DU)                                   | .028 | .000 | 1.024                          |
| Trust (TC)                                      | .242 | .000 | 1.428                          |
| $R^2=0.879$ ;<br>$F=346.087$ ;<br>$Sig.F=0.000$ |      |      |                                |

(Source: Research results of the author)

Hypothesis testing and multiple regression analysis the ability to respond the job position of students are presented in Table 4. The results of the analysis in Table 4 show that Research model of the ability to respond the job position of students after university graduates is quite appropriate, with the result of  $R^2= 0,879$ , ie 87.90% of the variation. Dependent is the ability to respond the job position of students after university graduates (DUVL) is explained by 5 components (KT, TD, KN, DU, TC). In addition, the verification of the suitability of the model applied to the actual results of sig of F is very small ( $< 0.05$ ), with the model results show, the coefficient of adjusted R-squared:  $R^2 = 0.893$  and Prob (F-statistic) =  $0.0000 < (0.05)$ , this proves that the construction model is suitable, the model has

explained the impact of the job position on the change and variation of the factors KT, TD, KN, DU, TC reaching 89.30%.

VIF (magnified variance) coefficient is <2, there is no occurrence. multi-collinear phenomena. This, the measurement scale is not duplicated. The factors KT, TD, KN, DU, TC all have Beta coefficient > 0 and significant level of sig. = 0.000 < 0.05, showing that all factors have positive impact on the ability to respond the job position of students after university graduates, that is, when the quality and training activities of the University become higher and higher, the cooperation with businesses and employers are increasing, and the student's ability to meet the employer's position is higher and higher. Thus, the assumptions made in the study models H1, H2, H3, H4, H5 are accepted. Based on the hypothesis test results, the article offers a multiple regression equation showing the influence of the following factors.

$$\text{DUVL} = 0.213 * \text{KT} + 0.343 * \text{TD} + 0.371 * \text{KN} + 0.028 * \text{DU} + 0.242 * \text{TC} + \epsilon \quad (2)$$

The DUVL regression equation shows that five factors all have a decisive influence on the ability to respond the job position of students about the quality and training activities. Among them, the most influential and influential factors, the main decision is KN, TD and TC on the ability to respond the job position of students.

#### 4. Conclusions and Recommendations

**Conclusions:** During the training process at undergraduate level, it is very important to research and evaluate the quality of training, the ability to respond the job position of each student before and after graduating from university.

In order to obtain an objective and accurate view, this paper has focused on researching, surveying and evaluating using descriptive statistical tools, surveying and testing scales, using examination factor analysis EFA on the basis of independent variables such as knowledge, attitude, skills, responsiveness and reliability. With the results obtained through analysis, evaluation, the paper proposes recommended solutions to help educational managers to have effective solutions to improve the quality of training associated with the ability to respond job placement of students after graduation.

**Recommendations:** Based on the analysis results in section 3 with assumptions about independent variables, to respond the current job

position and objective requirements of businesses, students need to equip themselves with the necessary knowledge and skills.

**Knowledge:** including professional knowledge of trained professions, social knowledge, foreign language skills, computer skills and other knowledge groups most students are assessed at average level Therefore, the author makes some recommendations for students to cultivate:

About professional knowledge: students should focus more on studying specialized subjects so that after graduation, they will have a solid foundation of professional knowledge, which is a foundation after graduation.

About social knowledge: in addition to the time studying in school, students should actively arrange a reasonable time to be able to find a part-time job, participate in employment conferences, extracurricular movements,.. to accumulate more life experiences.

Regarding foreign language proficiency: our country is in the process of integrating into the world economy, so foreign language proficiency is very important. The recommendation for students is that they should actively improve their foreign language skills by studying at centers, studying online, actively practicing communicating with foreigners,...

In terms of informatics: the increasing development of information technology requires higher and higher level of informatics for candidates. Therefore, in order to have a good grasp of information technology, students should focus on studying in class, join informatics clubs at school, and practice and apply at home so that their computer skills can be mastered.

Group of other knowledge: not only professional knowledge, students should learn more other knowledge to expand their understanding and countermeasures for many incidents.

Attitude: adapting to the working environment at the enterprise, complying with the internal rules of the business, being patient at work, ready to adapt to the change of the business.

Adapting to the working environment at the enterprise: In the process of working at an organization, adapting to the working environment is a very important factor affecting the quality of one's own work. Therefore, to be able to easily adapt to the new working environment in any agency or organization, students can participate in many training courses about the living environment and experience during the learning process, part-time job,...



Compliance with corporate rules: any agency or organization has its own regulations to ensure the discipline of the organization and the interests of each individual so students should respect and follow the rules of the business to build credibility with the superiors.

Patience at work: patience is the attitude that needs to be hard on the job, but most businesses assess students at a bad level, so students need to identify clear work goals to get motivation to promote patience at work.

Be ready to adapt to the change of the business: a business needs employee loyalty so when a business has any positive or negative change, so students need to improve adaptive skills by taking part in training courses or working part-time jobs to learn how to adapt to changes.

**About skills:** including skills as teamwork, working independently, communicating in public, critical thinking, practical practices in businesses and a number of other skills. To improve skills.

Students need to participate in soft skills clubs, skill training courses, skill workshops for students, etc.

**About response:** listening level, work flexibility, enthusiastic look at work. The recommendation given to improve the level of responsiveness for this factor is that students should actively train themselves, clearly see their own problems and needs, and always learn to develop yourself.

**Regarding reliability:** including the degree of long-term commitment to the enterprise, the degree of commitment to self-development, the degree of compliance with the rights and responsibilities of employees, the degree of respect for public discipline. Recommendations for this group of factors are when participating in recruitment, students should clearly identify the goals that they want to achieve in their work, thereby striving to develop themselves in a positive way, at the same time not stop learning to cultivate a habit of being disciplined and responsible.

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