

# **Analysing the Employment Status of Graduate Students: The Case of Kent International College in Vietnam**

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## **Abstract**

Analysing the employment status of graduate students: The case of Kent International College in Vietnam is an empirical study to provide an overview of employment status of graduate students, especially graduate students of Kent International College and determinants of the employment status of graduate students. With a sample of 186 graduate students interviewed directly by questionnaire and using the method of testing differences, Exploratory Factor Analysis (EFA) and regression, the study shows that i) for finding out suitable jobs, there are no differences among education majors and among education results; but there are differences between male and female graduates, and among the years that students graduate. ii) three factors influence positively to the employment status of graduate students, they are education process, entrepreneurship, and practical experience. In addition, against popular belief specialized skills, soft skills, and social context are not significant to the employment status of graduate students.

**JEL classification numbers:** E290

**Keywords:** Employment Status, Graduate Students, Education

## **1 Introduction**

There were a lot of graduates students unemployed in Vietnam, while the labor shortage on market is now in a serious way, both quantity and quality. This situation has made students, parents, enterprises, and especially schools so anxious, thoughtful, rethinking their directions is a top concern not only of one or two schools but also of almost Universities-Colleges in Vietnam.

The effectiveness of the training process is evaluated through four elements: inputs, activities, outputs and efficiency. Efficiency is expressed through the level of participation in society, level of meets in work, income. Thus, through the study of the employment

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status of graduates, the college may evaluate the effectiveness of current training processes. On that basis, a possible solution will be found out to further improve the quality of services, training programs. This may help with satisfying "student consumers", in meeting the needs of employers, improving the competitive advantage for school as well as minimizing the gray matter waste for the whole society.

The paper of analysis of the employment status of graduates: A case study of the Kent International College in Vietnam (KIC)" is an empirical study provides an overview of employment status of students graduated from different majors. Based on the findings, the policy recommendations will be suggested to improve the quality of training and services to meet needs and aspirations of students, parents as well as the employers.

## **2 Literature Review**

### **2.1 Definitions**

*What is a good job?* According to Paul and Beth (2011), it is a job paid enough to feed the family, and provided the safe, legal working conditions. According to the working experts and the final-year students of KIC, it is a job to make sure the following elements: the work consistent with preferences, abilities and studied majors; the work allows the development and opportunities for promotion in line with their individual capacity; the work pays an adequate income. Concisely, it is a job that fit ability, interests, and majors; ensures the development of the the individual, having the promotional opportunities, pays a fair wage as well as providing a legal, safe working environment.

### **2.2 Career Development Theory**

The theory of Trait & Factor of Parson (1909) suggests that the career choice is should be based on such factors: an accurate knowledge of yourself, thorough knowledge of job specification and the ability to make a proper match between two. He asserts that the closer the match of personality to job, the greater the job satisfaction and level of career success. Ginzberg, Ginsburg, Axelrad and Herma Theory (1951) suggested that the career choice was influenced by four factors, there are practical factors, the influence of the educational, emotional factors and personal values. Holland's career typology (1959) said that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. The closer the match of personality to job, the higher the satisfy possibility. Social Cognitive Career Theory of Lent, Brown & Hackett (1996) said that career choice is affected by beliefs that the individual develops and refines through four main sources: a) the personal performance accomplishments, b) vicarious learning, c) social persuasion, d) physiological states and reactions.

In general, theories of career choice indicate that the current job is the result of a selection, accumulation, analysis, synthesis and decision progress formed from the childhood to the present. This process is influenced and impacted by external and internal factors. Therefore, the current employment situation of graduates is not only affected by the educational process in colleges or universities, but also it is affected by a previous process. At the beginning, if students have not yet chosen a suitable career options, consistent to their interests and personality, they are unlikely to be satisfied with the current job. This indirectly reduces the possibility of having a suitable job.

### 2.3 Career Development Model

Samson et al. (1992) suggested that a career choice decision occurs in a cycle with five distinct phases, also known as cycle CASVE, comprising of these stages: (1) *Communication*, this stage is to identify the gap between where they are now and where they would like to be in the future through analyzing internal and external cues; (2) *Analysis*, the focus of this stage is for the individual to learn more about themselves, their decision-making, and the world-of-work. This is done through analyzing personal experience and information obtained from assessments; (3) *Synthesis*, this stage assists the individual in expanding the list of possible career options through synthesizing all of the information derived in the prior two stages, and then using this information while considering the list of options; (4) *Valuing*, this stage focuses on evaluating the costs and benefits of each alternative and (5) *Execution*, the purpose of this stage is to formulate a plan for implementing a tentative choice. This process is eventually ended at communication stage to identify the external factors, internal factors. By reviewing external demands and internal states during this stage, the individual will learn if their tentative choice is the right one for them.

Prescreening, In-depth exploration, Choice Model (PIC) of Gati et al (2011) aimed at increasing the quality of career decision-making processes and its outcomes. They divided the PIC model into three stages: (1) Prescreening the potential alternatives: is to locate a small set of "promising" alternatives that deserve further, in-depth exploration, (2) In-Depth exploration of the promising alternatives: is to locate alternatives that are not only promising but indeed suitable for the individual and (3) Choosing the most suitable alternative.

### 2.4 The Reason of Job Choice

*Choosing a job consistent with the learning ability, practical experience and trained major:* The students grouped by major such as human resource management, marketing, accounting, finance have very different perceptions from marketing majors (Anderson et al, 1991). Marketing students had a positive response on the question of whether they pursue a career in marketing or not. The non-business students had a neutral feedback. On the other hand, accounting and finance students responded with low means because they had declared their choices. Similarly, most of the students studying the hotel and restaurant management major at AUT University wishes to work in the hospitality industry after graduation, and volunteer to work in the food and beverage department in the beginning (Kim, 2008). The students were also aware that the education is the only means to achieve the goal of finding a job suitable to chosen majors (Chacko, 1991). Another study conducted with freshmen of a Singapore accountancy University discovered that experience and interpersonal skill are most important personalities to achieve a good job (Fatt, 1993)

*Choosing a job consistent to the capacity, personality and hobbies:* Individual tends to choose occupations suitable to his capacity, personality and interests (Holland, 1985). Previous studies have demonstrated that students studied accounting as they recognized the working environment and professional lifestyle of accountant are consistent with their abilities, interests and their interest (Holland, 1985; Chacko, 1991).

*Choosing the high-income jobs:* the study of Parmley et al (1987) demonstrated that student select student jobs mainly based on the potential high earnings in the future. This

also coincides with the study of (Chacko, 1991; Ferry, 2006), that money is one of the reasons attracting students to pursue career. In the survey of Vinay & Shami (2000), 50% of survey participants said that high wages, the reward are the main reasons in choosing a job. In addition, it also revealed that in thoughts of the young potential CEOs the cash compensation is the biggest and may be the sole factor used to measure the value of a job.

*Choosing the jobs having the promotion opportunities:* Previous studies have demonstrated that the promotion opportunities influence to the graduate decision of selecting job (Devlin & Peterson, 1994; Parmley et al, 1987; Assari, 1995; Assari & Karia, 2002). The U.S. and New Zealand students value the promotion opportunities over other factors such as working conditions, challenges, job types and training. This coincides with the result of Asaari (1995) study, a case of final year business students of the University Sains, Malaysia.

*Choosing the jobs having the professional growth:* Many previous studies have shown that professional growth is an important factor, influencing to the decision of occupation choice (Chow & Ngo, 2011; Assari, 1995; Devlin & Peterson, 1994). In a study with sample of more than 1,200 college students in China by Chow & Ngo (2011), has revealed that there are differences in career interests and career choosing decisions between men and women and there are many factors affecting to the decision of job choose between them. Both male and female students have similar views on valuing highly the professional growth and the promotion opportunities when they decide to choose a job.

*Choosing the job having a good working environment and safety:* Previous studies have asserted that besides the external factors of money and promotion opportunities, a good working environment is also a very important factor affecting to the graduate decision on job choice (Asaari, 1995; Devlin and Peterson, 1994; Andrew & Eldos, 2010). Gooding (1988) discovered that values are changing, an individual prefers to be safer rather than high pay. They also desire to get a job having the opportunity to develop in future, the ability to learn through their work experience and the opportunity to enrich their knowledge and skills.

*Location of the employer:* Many previous studies discovered that the students appreciated the employer location when deciding to choose a job (Parmley et al, 1987; Assari et al, 2001; Assari, 1995; Devlin & Peterson, 1994). This is supported by the result of a survey of Andrew & Eldos (2010), conducted on 200 Indian management graduates.

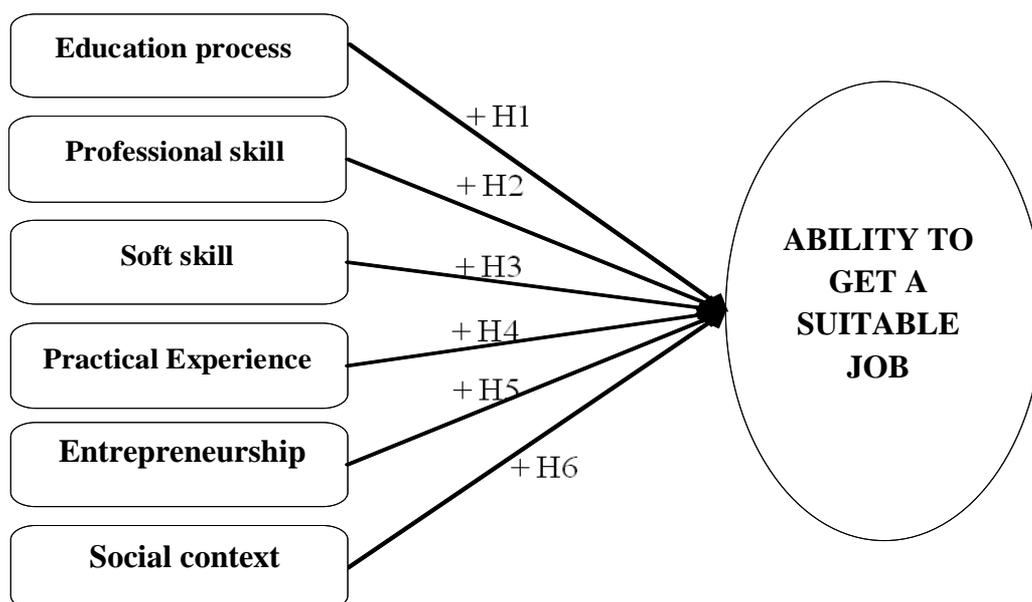
*Choosing the job according to the parents' choose, the group's standards, friends or lover:* A child's choice of education and career is influenced by parents, this is evident beyond to the boundaries of gender and ethnicity. Although it is also influenced by schools, friends, and student council, the parental expectations and perceptions about what is good career for their children play an important role in forming career options for their children (Ferry, 2006). A research (Creamer & Laughlin, 2005) indicated that this parental influence is very strong, and overwhelms the influence of teachers, faculty and career counselors, who well know vocational fields but are not known as well nor as trusted as the child's parents.

As an operational process, the employment selection of an individual is affected by many differently external and internal factors. The internal factors or subjective factors, also called internal motivation such as the excitement, expectation, learning abilities, aptitudes, inclinations and lifestyle act importantly on the decision making process of choosing a job. As well as the above literature argues that an individual should consider other influential factors such as income, power, work environment, career development,

promotion opportunities, job prestige. The external factors, called external motivation such as employers need, public opinion, family advice and socio-economic conditions indirectly impact to the decision of job choose. In addition, the earlier formed choice also played a major role in deciding what job after graduation for the students.

## 2.5 Suggested Research Model and Hypothesis

This study model is mainly based on previous researches, literature review and qualitative research of experts' comments to determine the composition of its variables. It consists of six hypotheses from H1 to H6. In which, the group from H1 to H6 are the independently quantitative variables directly impact the dependent variable "the ability to have a suitable job". Independent variables are follows:



*Educational process* is a process in which an individual take mainly effect from teachers or school to form of the scientific world and the important personalities of the citizens, workers. It is the process with two sides, one side is the impact of education to the educated individual, another is the responses of the educated ones on the self-improvement of their own personalities.

*Professional skill* is the necessary knowledge and skills to perform a specific job, in other words, it is an individual's professional qualification.

*Entrepreneurship* is characterized by innovation, dare to take risks. It is a series of positive attitudes regarding to the initiation and implementation.

*Practical Experience* is knowledge attained from exposing the reality, experiencing the real situations, it is the knowledge of past cases which individual has experienced by himself.

*Soft Skills* is a sociological term or skills related to the use of language, the ability of integrating into society, attitudes and behavior, applied for interpersonal communication.

*Social context* is evaluated as a combination of factors including income, education, occupation, wealth and residence.

### 3 Methodology

Qualitative research is used the method of interviewing experts to explore, adjust and supplement the observed variables. The interviewed experts were KIC graduates, teachers and management team.

Quantitative research is conducted to evaluate measurement scales, test theoretical models. The statistical method is used to analyze the descriptive statistics of the sample groups such as gender, majors, employment rate, ... Methods of testing the equality of average value of sample used to test the average ability of getting a suitable job of the differently sample groups such as differently majors, learning capabilities and the year of graduation. Using the multiple linear regression is to determine factors influencing on employment status.

**Measurement Scales:** *Ability to get a suitable job*, measured by 12 items, built on the professional success scale developed by Greenhaus, Parasuraman and Wormlye (1990) and expert comments. The scales of the dependent variables are mainly based on the scale of Ali & Fereshteh (2010) and expert comments. They are measured by 32 observed variables and divided into six factors: education process (eight observed variables); professional skills (three observed variables), entrepreneurship (seven observed variables); experience (three observed variables), soft skills (four observed variables); social context (five observed variables). Those were measured by five-point likert scale.

**Study sample:** The survey was sent to 498 graduates of 2009, 2010 and 2011 via email. There are the response of 250 (50% rate) per 498 delivered questionnaires. From 246 valid responses, there are 132 (53.7%) responses from men and 114 (46.3%) responses from women. There are 186 (75.6%) responses from employed graduates, and 60 (24.4%) from unemployed graduates. There are 170 (69.1%) of business management graduates, 30 (12.2%) of marketing graduates, 46 (18.7%) of information technology graduates. There are 34 (13.8%) of graduates completed in 2009, 89 (36.2%) of graduates completed in 2010, and 123 (50%) of graduates completed in 2011.

## 4 Empirical Results

### 4.1 Descriptive Statistics

In Table 1, the results show that the employment rate is 75.6%, if considered separately, those of business management graduates is 72.9%, of marketing graduates is 90%, of information technology graduates is 76.1%. By year of graduation, employment rate of graduates is 82.4% in 2009, 82% in 2010, 69.1% in 2011.

Table 1: Employment Status

		EMPLOYEMENT STATUS			
		UNEMPLOYMENT	EMPLOYMENT	TOTAL	
MAJORS	BM	Count	46	124	170
		Frequently	27.1%	72.9%	100.0%
	BK	Count	3	27	30
		Frequently	10.0%	90.0%	100.0%
	IT	Count	11	35	46
		Frequently	23.9%	76.1%	100.0%

TOTAL	Count	60	186	246
	% within NgHoc	24.4%	75.6%	100.0%

The results in Table 2 show an average value of 32 observed variables ranging from 2.52 to 4.33 mark. The variable of *"Has been trained in the same work before doing the current work"* has the lowest point and the variable of *"Having a progressive spirit"* attained a highest point. The observed variables which their mean are less than 3 points primarily allocated into two factors of practical experience and social context. They are *"Has done similar work before, Being referred to company by acquaintance, Have a relationship with current company, Having financial support from the family"*, the external factor that could affect the ability of get suitable job. This confirms that the ability of getting a suitable job of KIC graduates mainly depend on their own capacities, do not depend on helps from relatives or friends. The variables with its mean of 4 point or higher mainly allocated into factors of soft skills and entrepreneurship, including variables of *"Information technology skill support to current work, Having an independent working skill, Having a progressive spirit, Always striving to do works well, Having a high responsible spirit, Having ambition and wills, Having a learning spirit"*.

Table 2: Descriptive Statistic of Quantitative Variables

Variables	Mean	Median	Mode	Standard Deviation
Learning outcome support to the current work	3.02	3.00	3	1.165
Training program support to the current work	3.11	3.00	3	1.115
Studied knowledge applied to the reality.	3.09	3.00	3	1.052
Studying hard and meeting all lecture's requirements	3.9	4.00	4	0.871
Case studies applied to reality.	3.07	3.00	3	1.13
Training program meet to the working goal	3.09	3.00	3	0.957
Training program adequately provided the working skills	3.1	3.00	3	1.098
Training program is necessary for the current work	3.11	3.00	3	1.021
Having good knowledge & deeply understanding of current work	3.51	4.00	4	0.87
English skill support to current work	3.51	4.00	3	1.222
Information technology skill support to current work	4.04	4.00	5	0.988
Always striving to do work well	4.22	4.00	5	0.887
Having a progressive spirit	4.33	5.00	5	0.879
Love work related to the studied fields	3.94	4.00	4	1.027
Current work matching with personal preference	3.68	4.00	3	1.102
Having a high responsible spirit	4.12	4.00	4	0.895
Having ambition and wills	4.1	4.00	5	0.933
Having a learning spirit	4.31	4.50	5	0.844
Having experience in working field	3.01	3.00	4	1.288
Has ever done similar work before	2.54	2.00	1	1.411
Has been trained in the same work before doing the current work	2.52	2.50	1	1.368
Having a good communication skill	3.85	4.00	4	0.873
Having a good solving problem skill	3.76	4.00	4	0.866
Having a good teamwork skill	3.9	4.00	4	0.899

Having a presentation skill	3.72	4.00	4	0.927
Having a leadership skill	3.59	4.00	4	0.933
Having a independent working skill	4.04	4.00	4	0.86
Salary commensurate with the current job	3.27	3.00	3	1.103
Have a relationship with current company	2.78	3.00	1	1.541
Having financial support from the family	2.98	3.00	1	1.441
Being referred to company by acquaintance	2.68	3.00	1	1.57
Labor market needs the studied major.	3.25	3.00	3	1.17
Valid N : 246				

## 4.2 Cronbach's Alpha and EFA Analysis

After eliminating the unsuitable variables resulted from the scale test and factor analysis, the model has 28 variables used to measure and divided into six factors with their totally extracted variance of 72.762%. They include education process, entrepreneurship, soft skills, practical experience, social context and professional skill.

Results in Table 3 shows that the only factor of entrepreneurship attained a high mean of over 4 marks, the others have low mean, specially, two factors of practical experience and social contexts have mean of lower 3 marks.

Table 3: Rotated Component Matrix

Factors	variable	factors loading
EDUCATION PROCESS	Training program is necessary for the current works	.882
	Training program support to the current works	.874
	Studied knowledge applied to the reality.	.870
	Learning outcome supporting to the current works	.849
	Training program meeting to the working goal	.812
	Case studies applied to reality	.773
	Training program adequately provided the working skills	.771
ENTREPRENEURS HIP	Having a progressive spirit	.789
	Having the learning spirit	.762
	Always striving to do works well	.737
	Having ambition and wills	.734
	Having a high responsible spirit	.730
	Current works matching with personal preference	.615
	Having a presentation skill	.825
SOLF SKILL Mean: 3.81	Having a good solving problem skill	.805
	Having a leadership skill	.751
	Having a good communication skill	.723
	Having a good teamwork skill	.653
	Having a independent working skill	.564
PRACTI CAL EXPERI	Has ever done similar works before	.876
	Has been trained in the same works before doing the current works	.823

SOCIAL CONTEX T	Having experience on working field	.791
	Be referral to company by acquaintance	.907
	Have a relationship with current company	.860
	Having the financial support from the family	.736
PROF ESSI ONA	English skill support to current works	.802
	Information technology skill support to current works	.764

### 4.3 Test the Difference between the Characteristics.

Result of Independent Samples Test with significance level of 0.036 ( $>0.05$ ), indicated that the ability to get a suitable job of male is higher than of female graduates

Result of ANOVA test with the significance level of 0.355 ( $>0.05$ ), indicated that there is not a difference on ability of getting to a suitable job between graduates studied the differently majors

Another ANOVA test of the ability of getting a suitable job of the graduates in 2009, 2010, 2011 showed that there is a difference with the reliability at 99%. Performing t-test with Bonferroni to compare each pair in turn, the result confirmed that there is a significant difference on ability of getting a suitable job of graduates in 2009 and 2011.

Result of other ANOVA test showed that there is not the difference on the ability of finding out a suitable job of groups with different education results. This shows that although education results are always the first concern of the parents, the colleges and the students, for this study, it does not play an important role on finding out a suitable job.

### 4.4 Regression Results

Based on the literature review and the correlation analysis, all the independent variables are used on the regression model by SPSS software. The results indicated that this regression model can be used to test the theoretical models and explained to 48% of the change of the dependent variable (see Table 4).

Result of ANOVA test shows that F value of the model with sig = 0.000  $<0.01$ , mean that Ho hypothesis rejected with very high reliability (99%) and may conclude that the education process, entrepreneurship and practical experience related to the ability of finding out a suitable job and explained the change of the dependent variable. The tolerance in Table 6 is quite high, greater than 0.5, while VIF are also lower 2. Thus it can be concluded that there is no autocorrelation between the independent variables in this regression equation.

The results on table 5 shows that there are only three independent variables: education process (sig. = .000  $<0.05$ ), entrepreneurship (sig. = 0.001  $<0.05$ ), practical experience (sig. = 0.000  $<0.01$ ) are statistically significant in this model with significance level sig.  $<0.05$  (95% confidence). On other words, these variables relate to the dependent variable of the ability of finding out a suitable job. The regression coefficients exactly reflect the expected hypothesis, a positive sign (+) showing a positive correlation between the dependent variable and the independent variables.

Table 4: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
				R Square Change	F Change	df1		df2
.703 <sup>a</sup>	.495	.478	.64370	.495	29.224	6	179	.000

Predictors: (Constant), SOCIAL CONTEXT, PROFESSIONAL SKILL, PRACTICAL EXPERIENCE, EDUCATION PROCESS, SOLF SKILL, ENTERPRENUERSHIP

Table 5: ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	72.652	6	12.109	29.224	.000 <sup>a</sup>
Residual	74.168	179	.414		
Total	146.819	185			

Predictors: (Constant), SOCIAL CONTEXT, PROFESSIONAL SKILL, PRACTICAL EXPERIENCE, EDUCATION PROCESS, SOLF SKILL, ENTERPRENEURSHIP

To explain variables in the regression results are follows:

**Education process:** This variable has the significance level of 0.000 ( $> 0.05$ ), meaning that education process significant in this model in 95% reliable. Its regression coefficient ( $B = 0.290$ ) exactly reflects the expected hypothesis, a positive sign (+) showing a positive correlation with the ability of finding out a suitable job. If education process increases, the ability of finding a suitable job of graduates also increases. The relationship and affecting level of the educational process of the model are consistent with studies of Ali and Fereshteh (2010). But in the model of Ali and Fereshteh (2010), it plays the most important role in comparison with the other six remaining variables.

**Entrepreneurship:** This variables is with the significance level of 0.000 ( $> 0.05$ ). It also means that entrepreneurship significant in this model with 95% reliable. Its regression coefficient ( $B = 0.380$ ) is the same the expected hypothesis (+). This means that if entrepreneurship increase, the ability of finding a suitable job of graduates also increases. This result coincides with studies of Ali and Fereshteh (2010), but the affecting level of entrepreneurship on the study of Ali and Fereshteh (2010) was only ranted on third level after educational process and professional skills.

**Practical experience:** This variable has the significance level of 0.000 ( $> 0.05$ ). Its regression coefficient ( $B = 0.183$ ) exactly reflects the expected hypothesis, a positive sign (+) showing a positive correlation with the ability of founding out a suitable job. If practical experience increases, the ability of finding a suitable job of graduates also increases. The relationship and affecting level of the educational process of the model are consistent with studies of Ali and Fereshteh (2010). In the model of Ali and Fereshteh (2010), its affecting level is also lower than entrepreneurship and education process and ranked at the fourth position.

Table 6: Regression Results

Model	Unstandardized Coeffi.		Standardized Coeffi.	Sig.	Collinearity Statistics			
	B	SE	Beta		Partial	Part	Tolerance	VIF
(Constant)	-.167	.317		.599	.347	.263	.752	1.330
Education Process	.290	.059	.303	.000	.112	.080	.757	1.322
Professional skill	.086	.057	.092	.134	.294	.219	.460	2.175
Entrepreneurship	.380	.092	.323	.000	.294	.219	.791	1.264
Practical Experience	.183	.044	.246	.000	.003	.002	.431	2.319
Soft skill	.003	.098	.003	.973	.087	.062	.961	1.041
Social context	.044	.038	.064	.242	.347	.263	.752	1.330

The results showed that there are only three variables affecting the ability of finding out a suitable job of KIC graduates from six expected variables initially built on the model. This results fairly accurately reflects the actual situation in the KIC, because KIC has not yet solved the internship for its students presently, its training programs under the Australian standards are being applied and finding out which way to adapted to the actual situation in Vietnam, KIC's student entrepreneurship is fairly good but not really perfect. In addition, the result also indicated that professional skills (sig. = 0.118 > 0.05), soft skills (sig. = 0.055 > 0.05) and social context (sig. = 0.163 > 0.05) are not significant on this research. Finding out the reasons why it did not effect in this study through the ideas of the KIC's teachers, management team and a few graduates, it can be identified that the professional skills are the necessary basic skills, which a graduates needs to apply for jobs and increase the ability to get a job, but these skills do not help them to find out a suitable job. In other words, the English skills and information technology skills play a role as the foundation knowledge for the professional development process of a student, it does not truly help students getting a suitable job. But if KIC students lack of these skills, their employment opportunities will be reduced, and will indirectly affected to the outcome of KIC's training. For the social context, it is the external factors or objective factors, so its effect on each object is so different, it may impact or does not, depending on the specific situation.

## 5 Conclusion and Recommendation

### 5.1 Conclusion

Analysing the employment status of graduate students: The case of Kent International College in Vietnam is an empirical study to provide an overview of employment status of graduate students, especially graduate students of Kent International College and determinants of the employment status of graduate students. The study has used a sample of 186 graduate students interviewed directly by questionnaire and has applied the method of testing differences, Exploratory Factor Analysis (EFA) and regression, the study

indicates that for finding out suitable jobs, there are no differences among education majors. This asserts that the training effectiveness among the faculties is homologous and the possibility of getting a suitable job is not affected by the different professions needs of labour market. Similarly there are no differences among education results. This finding shows that although education results is always the first concern of parents, the school and the students, for this study, it does not play an important role for the ability of finding out a suitable job. But the ability of getting a suitable job between male and female graduates is not similar. This difference may cause from the female's timidity and shyness. Similarly there are differences among the years which student graduate. This result reflects quite accurately and consistently with the real situation, the longer student graduate, the more experience, thus the higher possibility of getting a suitable job. This research also discovered that ability of finding out a suitable job of KIC graduates depending on three main factors, they are education process, entrepreneurship and practical experience, in which entrepreneurship plays the most important role.

## 5.2 Recommendation

*Training Entrepreneurship for students:* entrepreneurship should be taught to students at the beginning, throughout the learning process by these following steps 1) Helping students to recognize the entrepreneurial spirit; 2) building entrepreneurial skills for students, and 3) facilitate students to practice. For example, regularly hold seminars on entrepreneurship, introducing the real situations on doing business of well-known businessman... This activities will help students to recognize how an entrepreneurship and benefit for society and student when having it. Besides that, entrepreneurial skills need be trained through teaching methods and teachers. Using the teaching methods encourage students studying actively, solving real-life situations, doing teamwork and solving the problem independently.

*Developing the practical training program:* besides the soft skills have already built on current training program, the specialized subjects should be built closer the reality. The criteria of choosing lecturers should primarily focus on practical experience.

*Practical experience:* it is one of three factors affecting to the ability of finding out a suitable job. So KIC should establish the employment department as soon as possible.

*Tips for KIC students:* Students need dynamic, creative, and involved into many group activities, seminars... this will help students improve the interpersonal skills and the ability of solving problems. No matter what jobs student do, provide that it can help students learn the working skills. Students should not rely on family or passively wait for the support of the college on looking for a job, this will reduce the ability of getting a suitable job in the future. Besides student should hardly study and initiatively acquire knowledge transmitting by the college. So the effectiveness of the training process must be built by both the students and the college.

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