The Asymmetry Between the Recruitment Needs of Enterprises and the Ability to Meet the Needs of Hanoi University of Industry Students When Graduating

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Abstract—With many policy and economic innovations, Viet Nam's labor market is on the rise, giving workers many job opportunities. However, businesses are still lacking a large number of personnel, especially high-quality human resources fully equipped with skills. Currently, employers need not only a highly qualified candidate, but also someone who flexibly solves difficulties and motivates colleagues. Therefore, when going to an interview, possessing relevant skills in addition to professional knowledge is valuable to help you make a difference among thousands of candidates. In order to orient and improve the training program and training closer to the requirements of social life, it is essential to understand the current status of students' ability to respond to the needs of employers in enterprises and necessary solutions to improve job search opportunities for students to make the school's training more effective.

Keywords— Asymmetry; businesses, students.

I. INTRODUCTION

The labor market is a market affected by the problem of asymmetric information. According to R.S. Pindyck and D.L. Rubinfeld, asymmetric information is a condition in which some people get more information than others. In the labor market, workers will have more information than employers. Meanwhile, employers must make a decision whether to accept employees to work or not without fully understanding the employee's ability to work. In order to get a job depends on many factors, Ginzberg and his colleagues believe that getting a job is influenced by 4 factors: practicality, educational influence, emotional factors, and personal values. At each different stage of maturity, each individual will make different decisions about choosing a job.

University graduates are the most prosperous, dynamic and creative group in society. They are ideological, ambitious, and have a relatively systematic mastery of modern scientific knowledge. They are valuable human resources. They shoulder the heavy responsibility of continuing to advance the cause of reform, opening-up, modernization and shoulder the heavy responsibility of building a comprehensively well-off society and the great rejuvenation of the Chinese nation. The problems of employment of university graduates are not only related to the vital interests of graduates and even the masses of people, but also for the sustainable and healthy development of basic national education and policies that rejuvenate the country through science and education and strengthen the country by these talents.

II. OVERVIEW

A. Research hypotheses

Hypothesis H1: The "Knowledge" factor favorably affects the reduction of the imbalance between the recruitment needs of businesses and the responsiveness of students

Hypothesis H2: The "Responsiveness" factor positively affects reducing the disproportionate imbalance between the recruitment needs of businesses and the responsiveness of students

Hypothesis H3: The "Soft skills" factor positively affects the asymmetry between the recruitment needs of businesses and the responsiveness of students

Hypothesis H4: The "Enterprise" factor positively affects reducing the asymmetry between the recruitment needs of enterprises and the responsiveness of students

B. Study design

To carry out this study, the authors studied through 2 main stages:
(1) Qualitative research to develop questionnaires to survey opinions of students of the Faculty of Business Management, Hanoi University of Industry.
(2) Quantitative research to collect information and analyze data for research purposes

C. Research Process

Figure 1 show Research process

D. Independent variable scale reliability verification

According to the analysis, the factors affecting the asymmetry depend on 4 factors with 24 observed variables. The evaluation criteria are Cronbach's Alpha coefficient > 0.6 and the total variable correlation coefficient > 0.3. Variables that do not meet this standard will be considered low-confidence or junk variables and will be disqualified. The results obtained are shown in the table.

From the analysis tables, it shows that all Cronbach's alpha values of the variables are greater than 0.6 and most of the

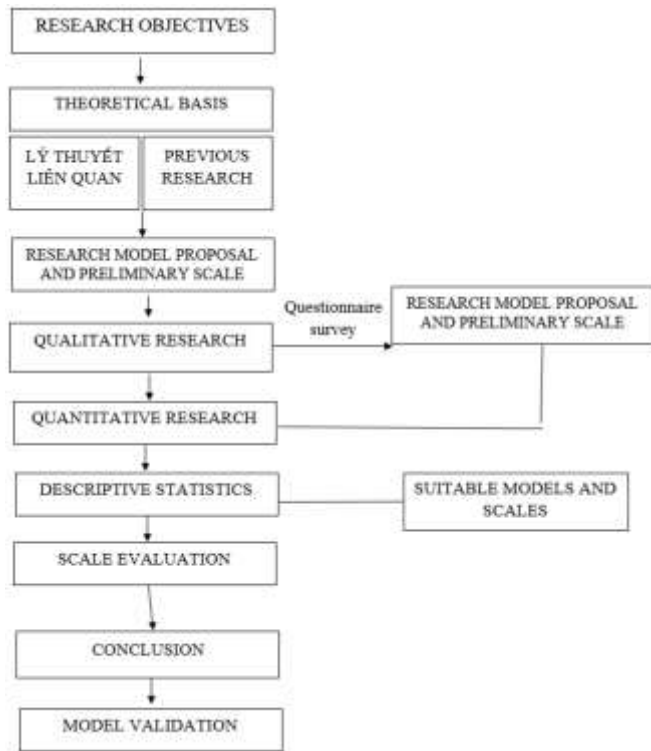overall correlation coefficient is > 0.3 minus the Sales skills variable

Figure 1: Research process
(Source: General author)

TABLE 2.1 Reliability of variables student knowledge of asymmetries

Cronbach's Alpha = .837	Variable total correlation coefficient	Cronbach's Alpha if kind of variable
Knowledge about the job	,661	,800
Good academic results at school	,576	,817
The curriculum complements a lot with work	,607	,811
The training program provides enough knowledge to work (Industry base, major)	,568	,801
Training programs that meet employment goals	,598	,813
The training process is necessary to get a job	,568	,819

(Source: General author)

TABLE 2.2. Variable reliability Responsiveness to reduce asymmetry

Cronbach's Alpha = ,800	Variable total correlation coefficient	Cronbach's Alpha if kind of variable
Having experienced before and in the field at hand	,613	,749
Having done similar work before	,586	,762
Proficient in office informatics	,629	,741
Using a foreign language fluently	,619	,746

(Source: General author)

Thus, the variables in the study are highly reliable with a scale of 24 observational variables, which, through verification by Cronbach's Alpha, will have 23 variables that will be further used for EFA discovery factor analysis.

TABLE 2.3. The reliability of turning the Business to Asymmetry

Cronbach's Alpha = ,776	Variable total correlation coefficient	Cronbach's Alpha if kind of variable
Providing information about industry needs	,637	,669
Creating conditions for training support programs, training links, training links with schools	,603	,709
Allowances for employees	,598	,715

(Source: General author)

TABLE 2.4. Rotated Component Matrixa

	Component			
	1	2	3	4
The training program provides enough knowledge to work (Industry base, major)	,795			
Good academic results at school	,743			
The curriculum complements a lot with work	,711			
Ability to work independently and autonomously	,707	,535		
The training process is necessary to get a job	,697			
Training programs that meet employment goals	,675			
Creative and adventurous skills		,745		
Problem-solving skills		,738		
Behavioral communication skills		,736		
Presentation skills		,697		
Teamwork skills		,691		
Proficient in office informatics			,774	
Using a foreign language fluently			,760	
Having done similar work before			,755	,
Having experienced before and in the field at hand			,726	,
Knowledgeable about the job	,616		,656	
Providing information about industry needs				,801
Creating conditions for training support programs, training links, training links with schools				,795
Allowances for employees				,766

(Source: Author analysis)

EFA analysis results show that the above factor groups have factor loadings >0.5 and are ranked in order of groups. It proves that the survey variables have a close relationship with each other and explain the dependent variable well.

E. Identify EFA Discovery Factors Dependent Variables

Through the Bartlett test, the dependent variables show that the KMO coefficient reaches. and variables that are not interrelated in the population (Sig. = < 0.05), satisfying the conditions of factor analysis. The Factor Loading values are all greater than 0.5. The results show that the scales all have high values for measuring dependent variables.

Thus, the model studied here belongs to the multiplicity regression model with one dependent variable being Reducing the asymmetry and the independent variable being knowledge; responsiveness, soft skills, enterprise

The regression model is formulated as follows:
$$BCX = \beta + \beta_1 \, KT + \beta_2 \, KNDU + \beta_3 \, KNM + \beta_4 \, DN$$
While:
β : Constant

β_i : The partial regression coefficient corresponds to the independent variables

Evaluation criteria:

Model conformity assessment: Through Adjusted R square to assess the suitability of the model, safety does not inflate the suitability.

Model conformity test: The F-test is used to examine whether the relationship between the dependent variable is linearly related to all independent variables. If Sig < 0.05 then reject Ho i.e. combine independent variables that can explain the change of the dependent variable, the constructive model is appropriate.

Determining the importance of variables in the model, the following two issues should be considered:

The importance of each independent variable when they act separately, this problem will be solved through the correlation coefficient between the independent variables and the dependent variable, the greater the absolute value of the correlation coefficients, the stronger the linear connection.

The importance of independent variables when they are used in conjunction with others in the multiplicity regression model. This problem will be solved through partial and individual correlation coefficients.

The test violates hypotheses such as: Testing the hypothesis of the normal distribution of the residual based on the frequency graph of the normalized residual; Test the assumption of linear multi-additive (correlation between independent variables).

III. RESULT AND DISCUSSION

TABLE 3. 1. Statistics describing factors affecting students' self-study

	N	Min. value	Max. value	Average value	Std. Deviation
Knowledgeable about the job	202	1	5	3,75	,929
Good academic results at school	202	1	5	3,68	,964
The curriculum complements a lot with work	202	1	5	3,76	,937
The training program provides enough knowledge to work (Industry base, major)	202	1	5	3,78	,921
Training programs that meet employment goals	202	1	5	3,72	,953
The training process is necessary to get a job	202	1	5	3,82	,909
Having experienced before and in the field at hand	202	1	5	3,61	,892
Having done similar work before	202	1	5	3,50	,894
Proficient in office informatics	202	1	5	3,73	,913
Using a foreign language fluently	202	1	5	3,15	,935
Presentation skills	202	1	5	3,76	,917
Teamwork skills	202	1	5	3,80	,957
Problem-solving skills	202	1	5	3,62	,923
Behavioral communication skills	202	1	5	3,68	,936
Ability to work independently and autonomously	202	1	5	3,74	,928

	N	Min. value	Max. value	Average value	Std. Deviation
Creative and adventurous skills	202	1	5	3,69	,906
Sales skills	202	1	5	3,58	1,044
Provide information about industry needs	202	1	5	3,83	,973
Create conditions for training support programs, training links, training links with schools	202	1	5	3,74	,910
Employee allowance policy	202	1	5	3,72	1,010
Knowledge	202	1	5	3,92	,945
Responsiveness	202	1	5	3,78	,893
Soft skills	202	1	5	3,86	,911
Business	202	1	5	3,95	,880

(Source. Author analysis and synthesis)

After going through many stages of the research process, the authors analyzed and evaluated factors affecting schools, students and businesses

From the specific objectives analyzed above, we will come up with the following results:

The overall average score of the variables is relatively high, which proves that the facts, and measures the authors give that the students agree on have a high percentage.

- Verify the importance of factors

The degree of influence of 4 independent variables on the dependent variable is determined through the Beta coefficient.

TABLE 3. 2. Results of multivariate regression analysis (Coeficients)

Model	Unnormalized regression coefficient		Normalized regression coefficient	T	Sig.
	Regression coefficient	Standard error	Regression coefficient (Beta)		
Knowledge	,341	,049	,324	6,919	,000
Responsiveness	,378	,050	,278	5,617	,000
Soft skills	,226	,052	,221	4,365	,000
Business	,272	,045	,304	6,081	,000

(Source: Analysis authors)

The regression results in table show that the Sig values of the variables have similar indexes, showing that the impact of the 4 variables with a reduction in the asymmetry between the recruitment needs of enterprises and the responsiveness of students after graduation is equal.

Thus, the asymmetry is affected by 4 factors: knowledge, responsiveness, soft skills, enterprise. The degree of impact of the factors is shown in the Beta-regression coefficient. As follows:

The "Knowledge" factor of the self-learning process has Beta = 0.324 which means that the element of knowledge changes by 1 unit, the factor affecting the reduction of asymmetry changes in the direction of 0.324 units.

The "Responsiveness" factor with Beta = 0.278 means that the Responsiveness factor changes by 1 unit, the factor affecting the process will change 0.278 units in the direction.

The "Soft Skills" factor with Beta = 0.221 means that the Soft Skills factor changes by 1 unit, the factor affecting the process will change by 0.221 units in the direction.

The factor "Enterprise" with Beta = 0.306 means that the enterprise factor changes by 1 unit, the factor affecting the process will change in the direction of 0.306 units.

With the above analysis, the regression model assessing the influence of factors on reducing the asymmetry between the recruitment needs of enterprises and the responsiveness of students of the Faculty of Business Management is rewritten as follows:

$$BCX = 0,341KT + 0,278 \ KNDU + 0,226KNM + 0,272DN$$

IV. CONCLUSION

Thus, after running multiple regression for the result, 4 factors of impact on reducing the asymmetry between the recruitment needs of enterprises and the responsiveness of Hanoi University of Industry students when graduating are equal.

Above is all information and analysis about the asymmetry between the recruitment needs of businesses and the responsiveness of students of Hanoi University of Industry. Once again we can affirm and recognize the problems of this much-needed asymmetry. In the current era, finding talent is one of the important factors to ensure the success of a business. However, corporate recruitment standards and the needs of business management students have led to asymmetries in meeting business requirements.

Therefore, to address this asymmetry, businesses need to be more flexible in recruiting, training and developing human resources. Businesses need to change their recruitment standards to accommodate those with the experience and strengths of fresh graduates. Business management students need to improve their skills and competencies. Students need to participate in real-world activities and experiences to improve their knowledge and skills.

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