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Factors affecting career opportunities abroad for students of the faculty of Business Administration of the HCMC University of Food Industry

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Article Info

Abstract
This study analyzes factors affecting career opportunities abroad for students of the Faculty of Business Administration, Ho Chi Minh City University of Food Industry. Factors affecting the ability to find a job are measured and identified through exploratory factor analysis (EFA) and Binary Logistic regression model. Students in the Faculty of Business Administration were surveyed about factors affecting their opportunities to work abroad through a questionnaire. Research results show that factors affecting career opportunities abroad for students of the Faculty of Business Administration include two groups of internal and external factors. Internal factors include two main groups of factors: skills and foreign language proficiency, and external factors include competition and financial conditions. To identify and minimize obstacles to career opportunities abroad for students, there needs to be groups of solutions for students and schools.

1. Introduction
Going abroad to study and work is currently a trend that many young people choose to develop their careers, because of the attraction of high income and great opportunities awaiting. In the current context, after 2 years of COVID-19, the labor shortage in some countries such as Japan, Korea, Germany has become more serious due to the inability to recruit human resources from other countries, including Vietnam. At the conference on August 16, 2022, the Ministry of Labor, War Invalids and Social Affairs said that Vietnam began exporting labor in the 1980s, and now each year it sends more than 100,000 people to work abroad. Vietnamese workers are currently present in 40 countries in more than 30 fields and industries, sending more than 3 billion USD each year. However, in reality, up to 90% of people working abroad are still mostly low-skilled, with limited expertise and foreign languages. The proportion of high-level workers and experts accounts for no more than 10%. It can be seen that opportunities to work abroad have so far focused on creating jobs for poor workers without paying attention to groups with the ability to study, acquire skills, technology or management thinking. of foreign countries such as students of universities. In addition, students from different universities do not have similarities in expertise and skills upon graduation or there is no common standard for the quality of graduates, perhaps according to one standard. or some international certificate, so it is difficult for foreign businesses to compare candidates when recruiting. In addition, the causes that influence and impact students' opportunities to work abroad are also factors such as foreign language proficiency, soft skills, hard skills, attitude and ability to work, adapting in a completely new environment. With the desire to find out the factors that affect career opportunities abroad for students of the Faculty of Business Administration, University of Food Industry, City. Ho Chi Minh City aims to help students with early recognition needs to prepare, improve their qualifications, skills, etc., as well as for the school to recognize the problem of creating more opportunities for students. We decided to choose this topic.
Through research, the authors want to find out the factors that affect the career opportunities abroad of students of the Faculty of Business Administration, in order for students to recognize the influencing factors to build a roadmap to improve your knowledge, skills, etc.

in a timely manner if you have a career need abroad. In addition, from those influencing factors, find the causes behind the impact so that schools, as well as businesses have policies and cooperation programs to create conditions to open up more opportunities. Association for the school's students.

Factors affecting overseas job opportunities for students of the Faculty of Business Administration, Ho Chi Minh City University of Food Industry. The research object is expressed through the following factors:

Internal factors
- English level
- Hard skills
- Soft skills
- Ability to adapt and work

External factors
- Economic conditions
- Support policies from state agencies and businesses
- Competition
- International joint training program

The main methods used in the essay include: document analysis methods such as: qualitative methods to find the basic ideological content of the document, find issues related to the research topic. Research and identify problems that need to be solved. Documents, articles, interviews or scientific journals related to the issue of "factors affecting the opportunity to work abroad for students of the Faculty of Business Administration at Ho Chi Minh City University of Food Industry, because it is secondary data, there are many related documents, so we need to sift through to get the most accurate documents for the problem. And the quantitative method "finds ways to analyze and group signs and find cause and effect in groups of subjects", based on the documents and research sources of the qualitative method so that we can highlight the roles The important role of factors affecting job opportunities abroad, which factors cause the biggest and smallest impacts, and finding out the causes of those impacts. The method of collecting primary data, collected directly through direct surveys, when applying this method faces some difficulties because it only answers questions that have been compiled, so respondents have little opportunity to be informed. present their own opinions, the accuracy of collected data is affected by the content of the question. The advantage of this method is that it collects the most information quickly and saves on fees for the above problem.

2. Theoretical Basis
2.1. Labor export
a) Concept
Labor export is an economic activity belonging to the group of organized labor export industries that sends workers to another country or territory to work for a certain period of time in order to collect fees from the labor importer. dynamic. This is considered an economic activity that contributes to promoting human resource development, creating jobs to create additional income to improve socio-economic levels, and increase the value of foreign currency income. One side is the job supplier and broker and the other side needs to hire human resources to work and it takes a certain amount of cost and time. The labor importing party needs to be responsible for organizing and creating conditions in accordance with the

agreement in the contract and in accordance with state regulations responsible for workers.

b) Characteristic
- **Labor export is an economic activity and also a highly social activity**

Labor export is an economic activity at the micro and macro levels: Labor export is said to be an economic activity because it brings benefits to both parties involved (supply side and demand side). At the macro level, the supply side is the labor exporting country, the demand side is the labor importing country. At the micro level, the supply side is the workers, whose representatives are economic organizations doing labor export work (referred to as labor export enterprises), the demand side is the foreign labor employers. outside. No matter from which angle you stand, as the subject of an economic activity, both the supply side and the demand side when participating in labor export activities aim at economic benefits. They always calculate the costs and benefits to decide the most beneficial final action. Therefore, besides countries that simply export or import labor, there are also countries that both export and import labor.

Sociality: Although subjects participate in labor export with economic goals, in the process of labor export, they also create benefits for society such as: creating jobs for A group of workers contributes to stabilizing and improving people's lives, improving social welfare, ensuring political security...

- **Labor export is a highly competitive activity**

Competition is an inevitable law of the market. In competition, whoever is strong wins, whoever is weak loses. And when labor export operates according to market rules, it is inevitably affected by the rules of competition and is competitive. The competition here takes place between labor exporting countries and between domestic labor exporting enterprises in winning and dominating the labor export market. Competition helps the quality of exported labor resources to be increasingly improved and brings more benefits to all parties while also eliminating individuals who cannot move in that spiral.

- **There are no spatial restrictions on labor export activities**

The richer and more diverse the labor export market with a number of labor exporting countries, the better. It increases foreign currencies, reduces risks in labor export and it also demonstrates the strong competitiveness of that country.

- **Labor export is essentially the buying and selling of a special type of goods beyond national borders**

This is because the commodity here is labor - a commodity that cannot be separated from the seller. There is also a special nature of the buying-selling relationship.

Content and forms of legal labor export in Vietnam
a) Content of labor export
Labor export includes 02 contents as follows
- Sending workers to work abroad for a limited time
- On-site labor export (Internal labor export): domestic workers work for FDI enterprises - Foreign Direct Investment (economic organizations with foreign investors as members or shareholders), international organizations via the Internet.

- Regarding the content of sending workers to work abroad for a limited time, workers in this case include:
- Workers doing general jobs, production, helping, etc. (jobs that require little professional qualifications)
- Experts: are people with professional qualifications from the above university level
- Trainees: refers to workers who have not met the professional qualifications requirements of the labor importing country and if they want to work in these countries they must be legalized in the form of trainees - meaning is to both work and receive continuing training in technical expertise.

b) **Forms of labor export**
- **Labor supply according to labor supply contracts signed with foreign parties**
1. **Content:** Labor export enterprises will recruit Vietnamese workers to work abroad under labor supply contracts.
2. **Characteristic:** Enterprises themselves undertake all stages from selection to training to sending and managing workers abroad.
3. Labor organization requirements set by the receiving country.
4. Labor relations are governed by the laws of the receiving country.
5. The work process is abroad and the employee is under the direct management of the foreign employer.
6. The rights and obligations of workers are guaranteed by the foreign party.

- **Sending workers to work abroad under contracting contracts, contracting projects abroad, and investing abroad**
– Content: Vietnamese enterprises win bids, contract projects abroad or invest in the form of joint ventures, product sharing or other forms of investment. This form is not yet popular but will develop in the future along with the process of international and regional economic integration.
– Characteristic:
+ Vietnamese labor export enterprises will recruit Vietnamese workers to carry out economic contracts and joint venture contracts between Vietnam and foreign countries;
+ Requirements on labor organization and working conditions set by Vietnamese labor export enterprises;
+ Vietnamese labor export enterprises can directly recruit workers or through domestic labor supply organizations;
+ Vietnamese labor export enterprises directly send workers abroad, manage workers abroad as well as ensure the rights of workers abroad. Therefore, labor relations are relatively stable;
+ Both Vietnamese employers and Vietnamese employees must comply with foreign laws and customs.

- **Vietnamese workers go to work abroad under a labor contract between the individual employee and the foreign employer:** This form in Vietnam is very rare because it requires workers to have good education, foreign language skills, extensive communication, and clear understanding of information about partners.

2.2. Situation of career opportunities abroad
2.2.1. Situation of career opportunities abroad for students in Vietnam
Impact of FDI on the labor market and opportunities to work abroad
After 2 years of impact of the Covid-19 epidemic, businesses are very excited about the new normal state. Many policies issued by the National Assembly and the Government have a positive impact on production and business activities of domestic enterprises in general and foreign invested enterprises (FDI) in particular. The number of newly registered businesses reached 15,000 for the first time. If including the number of businesses returning to operation, the number of businesses participating in the market in April was more than 2 times higher than the number of businesses withdrawing. out of the market. In the first 4 months of 2022, the number of newly established businesses increased by 12.3% compared to the same period in 2021; The number of businesses returning to operation increased by 60.6% and the number of businesses completing dissolution procedures decreased by 17.5%.

The FDI sector contributes significantly to creating jobs for workers. According to the General Statistics Office (2019), the results of the Labor and Employment Survey in the first quarter of 2019, the FDI enterprise sector has been creating jobs for 3.8 million workers, accounting for over 7% of the total total labor force (over 54 million workers), accounting for over 15% of the total salaried workers (25.3 million people) in Vietnam. Besides creating direct jobs, the FDI sector also indirectly creates jobs for many workers in supporting industries or other businesses in the supply chain of goods for FDI enterprises.

→ According to statistics, we know that more than 90% of foreign investment in the world comes from multinational companies, so the FDI sector also makes an important contribution to the quality of Vietnam's human resources in general. them, or specifically impacting the opportunities to work and work abroad for Vietnamese workers through training systems linked to companies' overseas facilities and headquarters of multinational corporations.

- **Situation of training programs, links with foreign countries and policies to support employment abroad for students**
A report from the Department of International Cooperation, Ministry of Education and Training said that in the 2020-2021 school year, the number of foreign-invested educational establishments accounts for 17% of more than 3,800 non-public educational establishments. By the end of June 2022, Vietnam attracted 605 projects in the field of education with a total investment capital of more than 4.57 billion USD, from 33 countries/territories. At the university level, the country has more than 400 joint training programs with foreign countries, including 186 programs licensed by autonomous higher education institutions and 222 programs licensed by the Ministry of Education and Training. Leading the countries and territories with many joint training programs with Vietnam are the United Kingdom (101 programs), the United States (59 programs), the French Republic (53 programs), and Australia (37 programs). programs), Korea (27 programs). Vietnam's cooperation and investment policy in education has contributed to improving the quality of training and improving Vietnam's ranking on

the world education map. The quality of Vietnam's education has been raised by 5 levels, reaching 59th position on the international rankings in 2021. Vietnam already has a number of universities in the world's best university rankings. For general education, Vietnam also achieved high results in the PISA international assessment program.

→ Expanding training links with other countries at the university level will open up opportunities for students to seek careers abroad, with common standards for the quality of graduates according to one standard or another. International certificates will help foreign businesses and companies easily compare candidates when recruiting personnel.

The situation of career opportunities abroad for students of the faculty of business administration, Ho Chi Minh City University of Food Industry

Currently, Ho Chi Minh City University of Food Industry is having 03 joint 2+2 training programs with My Hoa University - (Taiwan) to award bachelor's degrees with advantages such as:

− International degrees, prestigious and high quality, recognized worldwide.
− Have the opportunity to work in Taiwan and advanced countries.
− Be supported after graduation to continue applying for scholarships to improve master's and doctoral degrees in Taiwan and other advanced countries.

Factors affecting career opportunities

1. Psychosocial theory in management, management perspectives emphasize the role of psychological factors, emotions, and social relationships of people at work. This theory believes that efficiency is determined by labor efficiency, but labor productivity is not only determined by material factors but also by the satisfaction of human psychological and social needs. Elton Mayo (1880-1949), he believed that the satisfaction of human psychological needs such as wanting to be cared for and respected by others, wanting to have an important role in a common cause, wanting to work in an atmosphere friendliness between colleagues, etc. affects productivity and work performance. But one study found that Asian students tend to be more reserved in expressing their personal problems and are more likely to deny they are symptoms of depression. The factor that affects the quality of work here is communication with each other through language, for example English, the most common language. Vietnam is at the average proficiency level according to information based on the assessment of "English skills ranking of countries and regions in the world" conducted by Swiss Education First (EF) - a training company. create a globally famous language. The survey was conducted in the form of an online quiz among nearly 2.2 million adults from 100 countries and territories where English is not their mother tongue. This is an important factor for students career opportunities when direct person-to-person connections are not possible and it will take some time for this factor to be balanced.

2. Research by also shows that being proficient in a foreign language can help candidates leave a good first impression and have a higher chance of getting the position for which the candidate is applying. Foreign language proficiency has a positive impact on students' employment after graduation Research by also shows that the higher the English score, the higher the student's probability of having a job after graduation.

3. According to research from Harvard University, soft skills determine up to 75% of success in life, work and study. In addition, when working abroad in an unfamiliar environment, soft skills not only help us easily adapt and integrate better, but they are also a solid stepping stone to demonstrate our abilities and advance our career. progress at work. People who are good at soft skills have the ability to connect teams together and solve many problems that arise quickly and flexibly. This is also the reason why most employers today will promote candidates with more soft skills because they want to work with such agile and agile people.

4. According to Nguyen, soft skills are one of the factors that positively impact the employability of new graduates. On the other hand, participating in soft skills courses has a higher probability of having a job after graduation than other students. At the same time, pointed out that appropriate soft skills play an important role in career success as well as in social interactions in society, with five important soft skills 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... to ensure they can find a job.

3. Research Methods
3.1. Research models
After conducting a review of domestic and foreign research documents, the authors proposed a model to research factors affecting the ability of students to find jobs after graduation, including 2 groups of individuals. factors:

Internal factors
(1) English level
(2) Hard skills
(3) Soft skills
(4) Adaptability

External factors
(1) Financial conditions
(2) Support policies
(3) Competition
(4) Political and social situation

Table 1: Observed variables

No	Encode	Observed variables	Encode
Internal factors (NTBT)			
first	TDNN	English level	Likert 1 - 5
2	KYNC	Hard skills	Likert 1 – 5
3	KYNM	Soft skills	Likert 1 – 5
4	KNTU	Adaptability	Likert 1 – 5
External factors (NTBN)			
5	DKTC	Financial conditions	Likert 1 – 5
6	Infrastructure	Financial support policies	Likert 1 – 5
7	SUCT	Competition	Likert 1 – 5
8	Social work	Political and social situation	Likert 1 – 5
Encode		**Observed variables**	**Encode**
Foreign Language Proficiency Factor (Tdnn)			
TDNN1		I heard you are fluent in a language	Likert 1 - 5
TDNN2		Read and understand foreign language documents and texts	Likert 1 - 5
TDNN3		Drafting documents in foreign languages	Likert 1 - 5
Hard Skills Factor (KYNC)			
KYNC1		Expertise	Likert 1 - 5
KYNC2		Cultural and social background knowledge	Likert 1 - 5
KYNC3		Ability to handle related operations	Likert 1 - 5
Soft Skills Factor (KYNM)			
KYNM1		Communication and presentation skills	Likert 1 - 5
KYNM2		Teamwork skill	Likert 1 - 5
KYNM3		Effective planning skills	Likert 1 - 5
Adaptability Factor (KNTU)			
KNTU1		Ability to adapt to the working environment	Likert 1 - 5
KNTU2		High pressure tolerance	Likert 1 - 5
KNTU3		Ability to have a sense of organization, discipline, and responsibility	Likert 1 - 5

* Note: 5-level Likert scale: level 1 is completely unimportant; Level 2 is not important; Level 3 is normal; Level 4 is important and level 5 is absolutely important.

3.2. Research Methods

The method of data collection

Primary data was collected through the use of questionnaires to survey students of the Faculty of Business Administration, University of Food Industry, City. Ho Chi Minh. The commonly used formula to calculate sample size is n ≥ 50 + 8 m, where m is the number of independent variables in the model, and n is the minimum sample size needed. Thus, the total number of students participating in the survey was n = 123 who met the conditions, of which m = 8.

Data analysis method

Descriptive statistics to describe the current situation of factors affecting job opportunities for students of the Faculty of Business Administration, University of Food Industry, City. Ho Chi Minh.

Cronbach alpha coefficient is used to test the reliability of observed variables. Observed variables with total correlation coefficients less than 0.3 will be eliminated from the model. The standard for the scale to meet the Cronbach's Alpha requirement is greater than 0.6 or higher. Cronbach's Alpha coefficient only measures the reliability of the scale (including 3 or more observed variables) and does not calculate the reliability for each observed variable. Cronbach's Alpha coefficient is too large (about 0.95 or more) showing that there are many variables in the scale that do not differ from each other, this phenomenon is called overlap in the scale.

EFA factor analysis is used to reduce a set of many observed variables into a smaller number of factors so that they are more meaningful. EFA analysis is satisfactory when the KMO index is between 0.5 and 1.0, and the Bartlett test is significant when P value is less than 0.05, Eigenvalue coefficient is greater than 1 and extracted variance is greater than 50%. Common factors can be expressed as linear combinations of observed variables $F_i = W_{i1} X_1 + W_{i2} X_2 + W_{i3} X_3 + ... + W_{ik} X_k$

Binary Logistic Regression Analysis is used to analyze the influence of factors on students' career opportunities abroad. Influential factors include groups from EFA exploratory factor analysis. The estimated model is as follows:

$Y_i = \log e\ [(Y=1)/P(Y=0)] = \beta 0 + \beta 1*X1 + ... + \beta i*Xi$

In which, Y_i is the student's ability to find a job after graduating ($Y_i = 1$ currently employed; $Y_i = 0$ not yet employed), βi is the coefficient of the explanatory variables (X_i).

After testing the reliability of the scale, the authors conducted exploratory factor analysis EFA. The results of EFA exploratory factor analysis show that the KMO coefficient is 0.854, which satisfies the appropriateness of factor analysis, Sig coefficient = 0.000 shows that there are observed variables that are significantly correlated with each other in the overall population. statistics, so the observations are suitable for factor analysis.

→Eigenvalue = 1.048 ≥ 1 and extracted 2 factors that best summarize information.

→Total variance extracted = 69.664% ≥ 50% shows that the EFA model is appropriate. Thus, the two extracted factors condense 69.664% of the variation in observed variables.

4. Research Results

Table 2: Observed variables and Total variable correlation

No	Encode	Observed variables	Total variable correlation	Cronbach's Alpha if variable type
		Internal factors (NTBT) Cronbach's alpha = 0.869		
first	TDNN	English level	0.672	0.853
2	KYNM	Soft skills	0.760	0.816
3	KYNC	Hard skills	0.753	0.819
4	KNTU	Adaptability	0.706	0.840
		External factors (NTBN) Cronbach's alpha = 0.819		
5	DKTC	Financial conditions	0.533	0.826
6	Infrastructure	Financial support policies	0.718	0.737
7	SUCT	Competition	0.635	0.775
8	Social work	Political and social situation	0.692	0.749

Table 3: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**,854**
Bartlett's Test of Sphericity	Approx. Chi-Square	518,070
	DF	28
	Sig.	**,000**

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
first	4,525	56,561	56,561	4,525	56,561	56,561	3,011	37,636	37,636
2	1,048	13,103	69,664	**1,048**	13,103	**69,664**	2,562	32,028	69,664
3	,724	9,046	78,710						
4	,512	6,404	85,114						
5	,386	4,825	89,939						
6	,322	4,021	93,960						
7	,265	3,310	97,270						
8	,218	2,730	100,000						

Extraction Method: Principal Component Analysis.

Table 5: Rotated Component Matrix [a]

	Component	
	First	2
KYNM	,857	
KYNC	,837	
KNTU	,773	
TDNN	,741	
TCXH		,869
Infrastructure		,799
DKTC		,666
SUCT		,653

Table 5: Observed variables

Encode	Observed variables	Total variable correlation	Cronbach's Alpha if variable type
	Foreign Language Proficiency Factor (CNN) Cronbach's alpha = 0.927		
TDNN1	I heard you are fluent in a language	0.801	0.936
TDNN2	Read and understand foreign language documents and texts	0.899	0.861
TDNN3	Drafting documents in foreign languages	0.861	0.887
	Hard Skills Factor (KYNC) Cronbach's alpha = 0.854		
KYNC1	Expertise	0.697	0.824
KYNC2	Cultural and social background knowledge	0.685	0.832
KYNC3	Ability to handle related operations	0.799	0.729
	Soft Skills Factor (KYNM) Cronbach's alpha = 0.919		
KYNM1	Communication and presentation skills	0.862	0.864
KYNM2	Teamwork skill	0.827	0.891
KYNM3	Effective planning skills	0.826	0.893
	Adaptability Factor (KNTU) Cronbach's alpha = 0.838		
KNTU1	Ability to adapt to the working environment	0.771	0.707
KNTU2	High pressure tolerance	0.704	0.774
KNTU3	Ability to have a sense of organization, discipline, and responsibility	0.635	0.842

Table 6: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**,912**
Bartlett's Test of Sphericity	Approx. Chi-Square	1364,093
	DF	66
	Sig.	**,000**

→The results of the rotated matrix show that the 8 observed variables are grouped into 2 factors, all observed variables have Factor Loading coefficients greater than 0.5.
→We see that, the table KMO and Barlett's Test. $0.5 \leq$ KMO $= 0.912 \leq 1$, factor analysis is accepted for the research data set.
→Sig Barlett's Test $= 0.000 < 0.05$, factor analysis is appropriate.

Table 7: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
first	7,949	66,242	66,242	7,949	66,242	66,242	5,036	41,967	41,967
2	1,027	8,561	74,803	**1,027**	8,561	**74,803**	3,940	32,836	74,803
3	,636	5,299	80,102						
4	,501	4,173	84,275						
5	,416	3,470	87,745						
6	,413	3,438	91,183						
7	,259	2,161	93,344						
8	,213	1,772	95,117						
9	,196	1,630	96,747						
ten	,187	1,554	98,301						
11	,127	1,056	99,358						
twelfth	,077	,642	100,000						
Extraction Method: Principal Component Analysis.									

→Eigenvalue $= 1.027 \geq 1$ and extracts 2 factors that best summarize information.
→Total variance extracted $= 74.803\% \geq 50\%$ shows that the EFA model is appropriate. Thus, the 6 factors extracted condensed 74.803% of the variation in observed variables.

Table 8: Rotated Component Matrix [a]

	Component	
	First	2
KNTU1	,819	
KYNM3	,819	
KNTU2	,807	
KYNC3	,754	
KYNM2	,753	
KYNM1	,708	,529
KYNC2	,680	
KYNC1	,557	,548
TDNN2		,911
TDNN1		,855
TDNN3		,828
KNTU3	,565	,591
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

From the results of the rotation matrix, variable KYNM1, variable KYNC1 and variable KNTU3 will be eliminated: Variable KYNM1, variable KYNC1 and variable KNTU3 are loaded in both factors, Component 1 and Component 2, violating the discrimination in the rotation matrix. with factor loadings of 0.708 and 0.529, respectively; 0.557 and 0.548; 0.565 and 0.591, the difference in factor loadings is less than 0.3.
Conduct the second EFA exploratory factor analysis after eliminating 3 observed variables KYNM1, KYNC1 variable and KNTU3 variable.
→The results of the rotated matrix show that 9 observed variables are grouped into 2 factors, all observed variables have Factor Loading coefficients greater than 0.5.
After EFA exploratory factor analysis, conduct regression analysis to know the influence and evaluate the influence of each factor on job opportunities abroad for students of the Faculty of Business Administration.

Table 9: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**,897**
Bartlett's Test of Sphericity	Approx. Chi-Square	930,456
	DF	36
	Sig.	,000

Table 10: Total Variance Explained

Total Variance Explained								
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
first	5,994	66,596	66,596	5,994	66,596	66,596	3,992	44,351	44,351
2	1,017	11,304	77,900	1,017	11,304	77,900	3,019	33,549	77,900
3	,553	6,144	84,044						
4	,365	4,052	88,096						
5	,303	3,363	91,459						
6	,278	3,085	94,545						
7	,220	2,440	96,985						
8	,176	1,959	98,944						
9	,095	1,056	100,000						
Extraction Method: Principal Component Analysis.									

Table 11: Rotated Component Matrix a

Rotated Component Matrix [a]		
	Component	
	first	2
KNTU1	,834	
KYNM3	,819	
KNTU2	,817	
KYNC3	,766	
KYNM2	,745	
KYNC2	,686	
TDNN2		,912
TDNN1		,854
TDNN3		,842
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Table 12: Model Summary [b]

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Durbin-Watson
first	,286 [a]	,082	**,050**	1.44571	**2,236**
a. Predictors: (Constant), Adaptability, Foreign language proficiency, Hard skills, Soft skills					
b. Dependent Variable: Level of impact					

R^2 value of 0.05 shows that the independent variable included in the regression affects 5% of the change in the dependent variable, the remaining 95% is due to variables outside the model and random errors. course. Durbin – Watson coefficient = 2.236, ranges from 1.5 to 2.5, so no first-order series autocorrelation occurs. Sig test F equals 0.042 < 0.05, so the multiple linear regression model fits the data set and can be used.

Table 13: ANOVA [a]

ANOVA [a]						
Model		Sum of Squares	DF	Mean Square	F	Sig.
first	Regression	21,432	4	5,358	2,564	**,042** [b]
	Residual	240,360	115	2,090		
	Total	261,792	119			
a. Dependent Variable: Level of impact						
b. Predictors: (Constant), Adaptability, Foreign language proficiency, Hard skills, Soft skills						

Table 14: Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
first	(Constant)	6,027	,807		7,470	,000		
	KNTU1	,070	,289	,036	,242	**,809**	,359	2,786
	KYNM3	-,157	,308	-,089	-,510	**,611**	,259	3,855
	KNTU2	,219	,279	**,111**	,784	,034	,395	2,531
	KYNC3	-,227	,245	-,133	-,928	**,355**	,389	2,569
	KYNM2	,593	,261	**,343**	2,274	,025	,348	2,874
	KYNC2	,024	,233	**,014**	,101	,019	,392	2,552
a. Dependent Variable: CHVL								

According to the table above, we see that the factors KNTU1, KYNM3, KYNC3 have Sig > 0.05 so we remove them from the model, so there are only 3 factors left: KNTU2, KYNM2, KYNC2 that satisfy.

So we have the KYNA regression analysis equation: 6.027 + 0.343 x KYNM2 + 0.111 x KNTU2 + 0.014 x KYNC2

Table 15: Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
first	(Constant)	,528	,447		1,180	,240		
	TDNN1	,281	,159	**,273**	1,773	**,036**	,352	2,839
	TDNN2	,128	,241	**,114**	,531	**,045**	,181	5,522
	TDNN3	,033	,200	**,032**	,164	**,039**	,216	4,633
a. Dependent Variable: TDNN								

According to the table above, we have the TDNN regression analysis equation: 0.528 + 0.273 x TDNN1 + 0.114 x TDNN2 + 0.032 x TDNN3

Table 16: Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
first	(Constant)	3,209	,386		8,306	,000		
	SUCT	,108	,102	**,131**	1,056	,029	,538	1,859
	Infrastructure	-,058	,101	-,070	-,571	,569	,548	1,826
	DKTC	,063	,082	**,086**	,771	,044	,662	1,510
	KNTU	,109	,106	,120	1,029	,306	,607	1,648
a. Dependent Variable: CHVL								

We have the regression equation of external factors affecting job opportunities as follows: 3.209 + 0.131 x SUCT + 0.086 x DKTC

5. Conclusion
• Internal factors
Regarding Skills (KYNA), based on the research results we see, in the factor of KYNA skills, according to the regression equation 6.027 + 0.343 x KYNM2 + 0.111 x KNTU2 + 0.014 x KYNC2. Assessing that, the KYNM2 factor or the Teamwork Skills factor is the most important factor, with a beta of 0.343, which means that if this factor increases by 1 unit, the average job opportunity in the country will increase. will increase by 0.343 units. Factor KNTU2 is the ability to withstand high pressure - the second most important factor, with a beta of 0.111, meaning that if this factor increases by 1 unit, the average job opportunity abroad will increase by 0.111. Weak KYNC2 is Social and cultural background knowledge, which is the last and least important factor.

For Foreign Language Proficiency (TDNN), with the TDNN regression analysis equation: 0.528 + 0.273 x TDNN1 + 0.114 x TDNN2 + 0.032 x TDNN3. Assessing that, the factor Listening and speaking fluently in a language (except mother tongue) with a beta of 0.528 is the most important factor, the next important factor is Reading and understanding foreign language documents, ranked Finally, drafting documents in foreign languages.

• External factors
With regression equation: 3.209 + 0.131 x SUCT + 0.086 x DKTC We see that competition has the greatest impact on job opportunities, with a beta of 0.131 and financial conditions are the 2nd most influential factor among external factors that affect job opportunities. students abroad.

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