AN ANALYSIS OF THE IMPACT OF UNIVERSITY GRADUATES' JOB ADAPTABILITY IN ECONOMICS ON THE FIRM-LEVEL SATISFACTION IN HANOI

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Abstract

This study analyzes a number of factors affecting the satisfaction of businesses in Hanoi. The research identifies six influential factors including Attitude; Suitability for working environment; Awareness; Relationship; Skills; Knowledge. The research also shows that there is a divergence in the degree of firm-level satisfaction with university graduates, different types of businesses, and the different work experience of new job seekers. Such findings allow the authors to propose management implications to improve the satisfaction level of businesses with the career adaptability of university students in Economics.

Keywords: *Firm satisfaction, Graduates, Job adaptability, University in Economics*

1. Introduction

Today, in the context of increasingly fierce competition, human resources, particularly managerial personnel, play more important role in business success. Universities in the field of Economics, which offer training courses regarding management human resources, have been making efforts to improve the quality of training, implementing the training motto in order to satisfy social and business needs. However, according to some reported results, the transition of human resources from universities to enterprises is still inadequate. In 2014, the Vietnam Development Report showed that most businesses have had difficulty in the recruiting process because candidates lacked skills appropriate to the

industry, such as cognitive ability, social behavior skills and technical expertise. For the economics sector, although the supply of human resources is abundant, mainly coming from the leading public universities in Economics in Vietnam, the quality is far below the minimum standards. At a seminar on training and researching the market economy in Vietnamese universities in 2016, Ms. Vu Van Hoa, deputy general of the State Auditor General, said that there are many shortcomings in human resource training in the domestic economy leading to the high – level retraining. The above opinions are timely, but the question on where the problem comes from is still left unanswered? Is it possible that the training quality of universities still ensures the improved output standards, but the job adaptability of students does not meet the requirements of businesses?

To address the above mentioned research problem, recently in Vietnam, there have been several studies related to the job adaptability of new graduates and assessment of the satisfaction level of enterprises industry including the works conducted by Nguyen Thi Ngoc Bich (1982), Le Thi Minh Loan (2009), Nguyen Quoc Nghi et al. (2011), Tran Thi Thuy Trang et al. (2018), Tran Cong Hau and Huynh Minh Hien (2020), etc... Unfortunately, while the unit analysis of these studies target students in some fields of pedagogy, tourism, accounting, or non-public schools in some localities, there is no research on students in Economics in Hanoi.

Therefore, this study was conducted to explore the impacts of the factors constituting the graduates' job adaptability from public economic universities on the satisfaction level of enterprises in Hanoi. We propose some research questions as follows: What factors do businesses use to assess the adaptability of students? How do these factors affect the satisfaction level of enterprises? Is there any difference in the satisfaction level of enterprises for students from different universities?

2. Theoretical Framework and Research Model

2.1. Job adaptability

Today, career adaptability is no longer a new terminology. As early as 1895, Herbert Spencer, an influential British psychologist proved that life is a constant adaptation of internal and external relationships. Savickas (2012) suggests that career adaptability refers to the state of preparation and necessary resources to adapt with missions on developing current and proposed careers, including attitudes, abilities, and behaviors that individuals need to tailor for each job. Career adaptability, as proposed by Ferreira (2012) is an attribute that helps maintain the match between people and the surrounding working environment, presented by the attitude, capacity, and behavior that the individuals use in different working environments. Career adaptability is not only skills but also the reaction of the (human) subject to constant changes. The young now focus not only on gaining learning-related knowledge, but also developing career-related knowledge and skills. Therefore, students

need to build up career-relevant resources to ensure that they can apply what they learn at the university to have a successful transition from school to labor market.

Career adaptability is an extremely important and necessary factor for employees in general and younger ones in particular in the contemporary world. Pulakos et al. (2002) show that employees who are able to adapt well to a new environment, such as a new workplace, new job requirements or unusual situations, have higher levels of job performance, thereby increasing business satisfaction from their own perspective. In 2003, Chen et al. showed that there is a positive relationship between the emotional commitment of the firm and the employees' performance.

There are many factors affecting job adaptability in several studies in the existing body of literature. Specifically, the World Bank (2012) surveyed the level of shortage in skills of university graduates compared to the requirements of employers in seven East Asian countries (including Vietnam). The World Bank's 2012 survey showed that requirements that employers are always looking for including professional knowledge, creativity, negotiation and communication ability, leadership, problem-solving ability, logical thinking ability, teamwork skills and the work autonomy, computer skills, foreign language and writing skills, time management ability. Many employers tend to prefer education and practical work experience to social skills. Some other studies show that, in the trend of an increasingly competitive developing economies, the assessment of the employee's ability at the firm level no longer depends mainly on professional ability. Instead, the top priority is on employees who possess many skills necessary for the job position. Archer et al. (2008), pointed out that many businesses today focus on soft skills of employees. Employees who possess such skills can contribute positive innovation to outcomes of the organization. In 2017, in the study "Employer's satisfaction on the performance of new college graduates" Randy. A. Tudy conducted a survey of managers and recruiters at 40 companies and organizations in Cor Jesu. Accordingly, the factors that companies or organizations consider when assessing satisfaction regarding employees are very diverse, including Specific skills related to the job; The ability to communicate directly; Ability to communicate in writing; Knowledge; Math skills; IT skills; Critical thinking skills; Problem-solving skills; Research and problem analysis skills; Teamwork skills; Organizational, work arrangement, and planning skills; Time management skills, Performance; Proactivity at work; Creativity and innovation at work; Adaptation to the working environment; Job Responsibility and Interesting Personality.

2.2. Research Model and Hypothesis

According to B.P. Allen (1990), the basic condition of students' job adaptation takes different forms such as Skills in using personal time; Skills in learning actions and other qualities; Skills to deal with negative emotions; Skills to actively practice and form

professional behavioral habits. According to this perspective, the adaptation (or non-adaptation) of students is mainly explained by the fact that students have (or lack) some of above mentioned skills with little attention paid to the organizational aspect of their universities in the educational system. Research of CRDule (2002) has measured students' perception of career through 59 variables formed in 10 groups including leadership, communication, personal interaction, analysis, decision making, technology, global perception, ethics, business awareness, practical issue and personality. Research by MRHyman (2005) has explored the factors including 17 variables in 5 groups: Management (decision making, leadership, planning, organization, time management); Cognitive (problem-solving, critical thinking, analysis); communication (speaking, writing); Connectivity (foreign language, cross-functional work, multicultural); personal interaction (teamwork, negotiation, networking, socializing).

In Vietnam, studies by Nguyen Thi Ngoc Bich (1982), Le Thi Minh Loan (2009), Nguyen Quoc Nghi et al. (2011), Tran Thi Thuy Trang et al. (2018) have suggested different criteria to assess the job adaptability of students. In 2020, the study of Tran Cong Hau and Huynh Minh Hien titled "Evaluating employer satisfaction with job adaptability of private university graduates: a case study from Dong Nai." was carried out using 7 factors.

Based on the review and qualitative analysis above, the current research team built a research model on business satisfaction with factors that reflect aspects of students' job adaptability. In the research model, the dependent variable is the firm-level satisfaction while the independent variables include knowledge, awareness, management, suitability with the working environment, relationships, attitudes and skills (see further in Appendix 1). The research model on business satisfaction regarding students' job adaptability is shown in Figure 1 below.
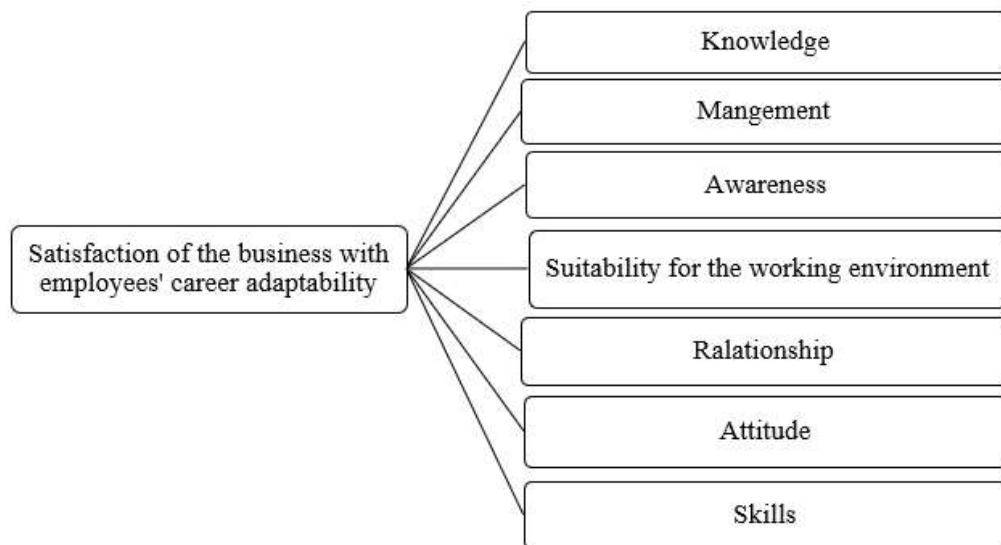
The hypotheses that need to be tested are presented in Table 2.

3. Method

3.1. Research background

The research area is the capital city of Vietnam. The unit of analysis is the firm in all different business sectors that employ new graduates of public universities in Economics in the last 04 years. Due to time bound and limited research capacity, the research team only focused on surveying the job adaptability of graduates from 6 universities in Hanoi, including National Economics University, Foreign Trade University, University of Commerce, Academy of Finance, Banking Academy, VNU University of Economics and Business. In addition, the research team conducted in-depth interviews with a number of business managers and students from universities in Economics in Hanoi. The survey and interview process was carried out from November 2020 to the end of March 2021.

3.2. Research Methods

The study used quantitative methods collecting primary data from a survey with 198 enterprises in Hanoi. The survey questionnaire was designed on a 5-point Likert format. In the survey, in addition to questions related to independent and dependent variables, some demographic characteristics are also mentioned.

The research process is divided into 3 steps as follows:

- Step 1: Preliminary research: In order to search for available information and documents in order to synthesize and form a theoretical framework, and then draft survey questionnaire.

- Step 2: Empirical study: empirical survey with 48 questionnaires, including 22 online questionnaires and 26 face-to-face questionnaires. From the results obtained, the questionnaire was completed to be used for official research.

- Step 3: Formal research: The research team sent 725 ballots to 198 businesses in the area and collected 595 votes, of which 510 were valid, eligible for synthesis and subsequent analysis through scale reliability testing, EFA factor analysis, and multivariable linear regression.

3. Results

3.1. Descriptive statistics of the survey sample

Descriptive statistics of the observed samples are shown in Table 1.

Table 1. Demographic characteristics of the sample

Criteria		Frequency	Percentage (%)
Type of business	Limited Liability Company (LLC)	109	21.4
	Private enterprise	119	23.3
	Joint stock company	265	52.0
	State – owned enterprise	11	2.2
	Partnership	6	1.2
Business industry	Services and commercial	397	77.8
	Agriculture – Aquaculture – Fishery	28	5.5
	Industry and construction	85	16.7
Firm size	Small	140	27.5
	Medium	209	41.0
	Large	161	31.6
Training institutions	National Economics University	99	19.4
	Foreign Trade University	94	18.4
	Thuong Mai University	72	14.1
	Banking Academy	82	16.1
	Academy of Finance	79	15.5
	VNU University of Economics and Business	84	16.5
Work experience at the current position	1 year	194	38.0
	2 years	122	23.9
	3 years	157	30.8
	4 years or more	37	7.3

Source: Compiled from survey data

3.2. Exploratory factor analysis

First, the research team performed a preliminary scale reliability test to remove the observed variables that are not reliable (Cronbach's Alpha < 0.7) and redundant (the Corrected Item-Total Correlation is less than 0.3). Through Cronbach's Alpha, the group found that all 33 observed variables of 7 factors and 4 variables measuring satisfaction are qualified to be included in further analysis. The results of testing the reliability of the scale are shown in Table 2.

Table 2. Results of testing of scale reliability

Factors	Number of observed variables	Cronbach's Alpha coefficient	Hypothesis
Knowledge	5	0.783	+
Management	3	0.801	+
Awareness	4	0.751	+
Suitability	5	0.807	+
Relationship	4	0.602	+
Attitude	6	0.827	+
Skill	6	0.810	+
Satisfaction	4	0.765	Dependent variable

Source: Compiled from survey data

Performing results of EFA is used to check the sampling adequacy. Bartlett's test has Sig. = 0.000 shows that factor analysis is suitable. KMO index at 0.886 > 0.5 shows that sufficient conditions for factor analysis are appropriate with the data collected. The total variance extracted is 64.131 % (greater than 50 %) and the Eigenvalue of 7 groups of variables is greater than 1. At the same time, the loading coefficients show that observed variables in the same group have a strong correlation. Therefore, the research team concludes that the group's model is appropriate, 7 factors are suitable for further analysis. For the Satisfaction variable, the test results show that all items meet EFA standards. In which, the KMO coefficient is 0.722 (greater than 0.5), the Bartlett test has Sig. = 0.000 (less than 0.05), the total variance extracted is 59.168% (greater than 50%) and the Eigenvalue is 2.367. The results of factor analysis (EFA) for the scale of Job Adaptation and the Satisfaction variable are shown in Appendix 3. Thus, after removing 4 observed variables including Knowledge_5, Skill_5, Attitude_5, and Relationship_4, the remaining 29 observed variables ensure convergence.

3.3. Multivariate regression analysis

The formula of the regression model is presented as follows:

$$Satisfaction = \beta_0 + \beta_1 \ Attitude + \beta_2 \ Suitability + \beta_3 \ Awareness + \beta_4 \ Relationship + \beta_5 \ Skill + \beta_6 \ Management + \beta_7 \ Knowledge$$

Of which: Satisfaction is the dependent variable. Attitude, Suitability, Awareness, Relationship, Skill, Management, and Knowledge are independent variables.

Regression results are shown in Table 3. Specifically, the independent variable in the model explained 73.2% of the variation of the dependent variable (adjusted R square equal to 0.732). Sig. value in ANOVA is 0.000 < 0.05, showing that the linear regression model is suitable for the database. With the regression coefficient estimates, the Sig. in the t-test of 6 variables (knowledge, awareness, suitability, relationships, attitude, and skill) are all < 0.05, and the regression coefficients are all > 0. It shows that these independent variables have a significantly positive effect on the dependent variable (Satisfaction). Particularly for the management variable, the value Sig. = 0.113 > 0.05 shows that this variable has no statistically significant effect on the dependent variable and we remove management from the model. It also shows that the VIF coefficients of the independent variables (with a statistically significant regression coefficient other than 0) are all less than 3, showing that there is no multicollinearity between the explanatory variables.

From there, there is a standardized regression equation reflecting the relationship between the dependent variable, which is the level of business satisfaction, and the independent variables (Component factors of student job adaptability) as follows:

$$Satisfaction = 0.302 \ Attitude + 0.225 \ Suitability + 0.174 \ Awareness + 0.137 \ Relationship + 0.122 \ Skill + 0.112 \ Knowledge$$

Table 3. Multivariable regression results - Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.543	.121		-4.507	.000		
Knowledge	.104	.028	.112	3.678	.000	.564	1.773
Management	.040	.025	.051	1.587	.113	.513	1.949
Awareness	.161	.025	.174	6.316	.000	.696	1.436
Suitability	.230	.036	.225	6.383	.000	.423	2.365
Relationship	.128	.025	.137	5.033	.000	.705	1.418
Attitude	.317	.036	.302	8.735	.000	.440	2.274
Skill	.137	.036	.122	3.800	.000	.510	1.960

a. Dependent Variable: Satisfaction

Based on the results of the regression analysis, it can be seen that, among the factors affecting the satisfaction of the business, attitude is the most important factor, with an impact rate of 26.89%, followed by the suitable for working environment (20.04%), awareness (15.49%), relationship (12.20%), skill (10.86%), knowledge (9.98%).

To take a closer look at specific aspects, the research team performed ANOVA and Independent Sample T-Test analysis to test the difference between the values of qualitative variables and quantitative variables. For the difference between graduates from different universities, the test results have Sig. values (in the test of homogeneity of variance) of 0.492 > 0.05, Sig. (in the ANOVA table) of 0.000 < 0.05, so it is concluded that there is a certain difference in the satisfaction of enterprises with the job adaptability of graduates from different educational institutions. Similarly, there is a difference in adaptability between students with different work experience at the firm. Specifically, the longer an employee has worked for the firm, the greater the satisfaction of adaptability. Moreover, there is also a difference in the average value of the satisfaction of the enterprises on the adaptability of the students. The state-owned enterprises that have a higher level of satisfaction than other types of enterprises.

4. Discussion and Conclusion

4.1. Conclusion

Career adaptability is one of the most important factors for the workforce in general and young workers in particular in the contemporary world. New graduates may have a sense of satisfaction when they can adapt to the job. In order to verify the scale reflecting the students' job adaptability, the research team has surveyed businesses and tested the scale. The results show that the scale includes 7 factors with 29 observed variables and the test shows that the survey data of the group is suitable for exploratory factor analysis. This result is also consistent with the research results of Tran Cong Hau and Huynh Minh Hien (2020), World Bank (2012), M. R. Hyman (2005), Tran Thi Thuy Trang (2018).

The study also proved that there is a causal relationship between business satisfaction and student's job adaptability. Accordingly, the higher the student's job adaptability is, the greater the business satisfaction will be. This is confirmed by the hypothesis testing that is accepted, the estimated values in the multivariable regression model are positive and statistically significant. This result is consistent with the study of Pulakos (2002).

Based on the estimated value of the standardized regression coefficient, the study shows the factors affecting the satisfaction of enterprises in order of importance. Accordingly, factors such as attitude, suitability, awareness are commonly used, especially attitude, which is the highest-rated factor in the ranking of the degree of influence on business satisfaction with the adaptability of graduates. Surprisingly, the knowledge factor is not paid much attention by businesses even though it is one of the most important factors in the ASK professional standards model. In particular, professional background knowledge is not extremely valued and is the lowest rated in the average assessment of businesses on the knowledge factor. This may be explained by many reasons that come from both sides including businesses and employees. For many businesses, in the current context of open knowledge and the increasing trend of students going to opposite industries, knowledge is an element that candidates can completely cultivate and improve over time. Additionally,

universities offer courses with the purpose to provide employees not only for businesses but also for other professional organizations Therefore, student's knowledge may be not suitable for business activities. After the recruiting process, enterprises are likely to offer training courses for their new employees

In fact, in the current segment of the enterprise labor market, employers pay more attention to factors such as attitude, suitability, and awareness. These factors are directly attached to each stage of the job, which are the foundation that helps employees solve practical problems in the business environment. Many managers believe that, if employees have a good working attitude and awareness, the acquisition of knowledge will not become a big obstacle for them. This conclusion is also consistent with the statements of the Business/Higher Education Roundtable (1991, 1992, 1993), the Association of Graduate Employers (1993, 1995), Sausman et al. 1997), AC Nielsen Research Services (2000), recognized that a strong disciplinary background by itself does not guarantee employability for fresh graduates. It can be seen that in addition to knowledge, each student must cultivate other skills by himself, and at the same time have a good working attitude to adapt to their job as well as the dynamic environment of the economy. This is something that universities need to pay more attention in order to develop suitable teaching methods for the current labor market.

Besides, the study also shows that for each factor constituting job adaptability, enterprises show different evaluations of graduates from different universities. This difference may stem from training objectives, different teaching methods between universities, teaching facilities as well as the ability to integrate and absorb new trends of the labor market.

In addition, there are different levels of satisfaction among graduates with different work experience. The next generation of workers tends to be more talented, dynamic, better adaptable to market fluctuations. However, when it comes to job adaptability satisfaction, many managers still value employees who have worked longer for the enterprise. For graduates who have worked for 3 or 4 years, in addition to the knowledge and skills that have been nourished at university, they also accumulate experience, skills, and commitment to the business. Therefore, it can be affirmed that besides improving knowledge and skills at university, the skills and professional knowledge accumulated during the working process are indispensable for employees to improve their workability

The ANOVA test on satisfaction among different enterprises also shows that the satisfaction of enterprises of different types is also different. State-owned enterprises have the highest level of satisfaction with the adaptability of students, followed by limited liability companies, private enterprises, joint-stock companies, and finally partnerships. One hypothesis to explain this difference is that due to the "easiness" in recruitment, state-owned enterprises set lower requirements than other enterprises in the private sector because of the less competitive environment. In addition, inertia in the environment of State-owned

enterprises easily reduces the competitiveness of employees, leading to lower adaptability than in non-state enterprises.

In general, this study has shown that the job adaptability of economic graduates is increasingly improved, however, in terms of the business segment, the level of satisfaction of enterprises with the ability to adapt to the work of fresh graduates is just fairly average. Although it can be seen that universities and students are constantly improving the skills and knowledge required for the work, the results of this study show two problems. Firstly, in a competitive market, businesses require more abilities from students. Secondly, the current higher education programs of universities have not really kept up with the practical needs of businesses.

4.2. Recommendations

In order to increase the level of satisfaction of businesses, the research team proposes the following 3 recommendations:

4.2.1. For the universities

With the trend towards deeper integration, advances in technology affect the corporate governance process, some elements of the business environment and universities. The university needs to complete the training program, regularly update the needs of the market even according to each training and course. In particular, besides equipping specialized knowledge, it is necessary to equip students with the ability to us English, informatics, and soft skills.

Training content and programs need to be diversified and structured in a way that not only providing learners with a knowledge base but also enhancing appropriate skills and practical experience for students by encouraging and supporting students to do scientific research and find suitable part-time jobs in the final years of the course. At economics universities in particular and educational institutions in general, participation in scientific research, internships, and practice are essential for students to experience the real world. Student internships usually take place at the end of the third or fourth year. This is the time when students choose and search for internships, get acquainted with the actual working environment after a period of studying and accumulating knowledge in the lecture hall. If students take advantage of the internship period, they will be likely to have many development opportunities later in their lives. In the first 3 years of university, students use most of the time in the lecture hall to receive and cultivate specialized knowledge. An internship is a compulsory subject in the training program that students must complete. The internship period is an opportunity for students to directly apply the knowledge in the school to the real working environment. Although in the position of interns, students will have to complete the assigned work following their capacity and requirements as an employee.

In addition to scientific research, the university should also put more resources into organizing relevant competitions to find talented students, share experiences, and help students practice their skills and knowledge learned in school. At the same time, participating

in the contest also helps students improve their problem-solving and critical-thinking abilities. These are two necessary capabilities and are highly appreciated by businesses. In addition, the university should cooperate with businesses to better understand the businesses' requirements for the required skills of a candidate. Thereby reducing the gap between the curriculum and the job requirements, helping students to adapt more quickly in their work. As a result, businesses are satisfied with the adaptability of students.

There are also differences between universities in curricula and teaching methods. This leads to disparities in the adaptability of students, making their career opportunities and the level of businesses' satisfaction with students also different. Therefore, each university needs to regularly review training programs and teaching methods to equip students with a comprehensive foundation in terms of knowledge, skills and attitudes.

4.2.2. For the students

Firstly, students need to have ambitions, clearly define their own orientations and goals. From the cost-benefit analysis, if students are aware of their self-worth, their strengths, weaknesses, as well as abilities, they can improve their performances more effectively by reducing costs and time caused by wrong choices. At the same time, being ready and prepared in advance will help students adapt more quickly to work.

Second, students actively accumulate knowledge, skills, experiences, to facilitate self-development from the time they are at school. However, having a knowledge base from the school may be not enough. Each student should practice and learn by himself to supplement himself with other skills, working attitude, awareness, and relationships. Management capacity, first of all, self-management, is how to behave flexibly with the actual environment. Advances in technology could create favourable conditions for students to not only develop self-learning skills but also widen their knowledge

Third, taking advantage of scientific and technological innovations in the process of learning and training through social networking platforms such as Facebook, Zalo, Instagram, Twitter... could help students gain knowledge, widen their social circles, exchange ideas, access and update information quickly. But not all information posted on social media is accurate. Therefore, students are required to selectively absorb as well as not to share unverified and incorrect information with the community.

Fourth, once the job has been determined, students should spend time experiencing the real world with part-time jobs or internships. The practical experience helps students redefine whether they are suitable for this job or not and have a good grasp of job requirements so that they could be well - prepared for a long-term job in the future.

Finally, in addition to going to work, participating in clubs, competitions, especially scientific research not only gives students benefits in terms of grades but also trains them with attitudes and necessary skills, which they cannot learn from attending lectures. Also, it is a valuable opportunity for each student to get to know themselves better.

4.2.3. For the business

Enterprises as young employers - graduates - high-quality human resources, after all, could be benefited the most when students' job adaptability is improved. Therefore, enterprises not only are the beneficiaries but also have the responsibility to contribute to the process of expressing their social responsibility

Accordingly, on the one hand, enterprises need to be ready to link up with universities, set requirements in training content and programs and are responsible for creating favorable conditions for university students to consolidate their knowledge taught by their teacher at school. With practice, on the other hand, it is necessary to create a favorable working environment for students to utilise their knowledge and skills when recruiting them to work at enterprises. Businesses and social organizations should create opportunities for students to meet and exchange ideas with experienced employees so that new staff could improve their skills. Also, there should be a reliable job search information network, so that students could have the access to find jobs. In addition, businesses and social organizations should pay attention to help students who want to start a business, set up a fund to support students with preferential loans, and promote creativity in students.

For fresh graduates, enterprises should create favorable conditions for them to develop their abilities. In addition to the remuneration regimes, there should be a team of experienced people Who teach and train new employees so that recent graduates can adapt quickly to the job and be highly motivated to drive their businesses successfully.

4.3. Limitations of the study

Firstly, the research is conducted based on enterprise survey data in Hanoi related to graduates from 6 universities in Economics. Although the sample size can ensure the quality of the analysis, however, due to time constraints, limited capacity, and limited resources, the survey subjects are not large enough to ensure a higher level of reliability for the sample conclusions drawn from the study. In addition, the interview and survey process related to personal assessment may face risks such as the answers do not really reflect the real thoughts of the respondents, biased judgments. For the process of analyzing and processing data, it is difficult to avoid certain errors.

Secondly, there are many factors affecting business satisfaction, but due to limited resources as well as knowledge, the selected factors included in the model are not really complete so these factors just explain 73.2% change of dependent variable. Some conclusions and judgments of the research team are based on assessments from some students and managers, so it is difficult to avoid subjectivity and one-sidedness.

Finally, this study only focuses on the scope of so these factors just business enterprises, not all types of organizations. Meanwhile, the training programs of the universities in research are not only aimed at businesses but also meet the needs of high-quality human resources for all types of organizations in society. The research conclusions

on the impact of the factors mentioned above applying only to businesses, especially private enterprises and do not reflect the entire social demand for public job adaptability.

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