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## Critical Factors Affecting Employers' Satisfaction with Accounting Graduates in Hanoi

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### Abstract

In recent years, many firms have built a good recruitment policy, focusing on the requirements set for candidates to meet the employers' satisfaction; they often have certain requirements for each accounting job's position. The study aims to identify and measure factors affecting the employers' satisfaction with accounting graduates in Hanoi, the important locus of firms' labor force. We conducted a questionnaire consisting of 16 observation variables with a 5-point Likert scale. Independent variables were measured from 1 "without effect" to 5 "strongly". Based on the literature review and results of interviews, a total of 150 questionnaires were sent to participants; 135 of them met the standards and were subject to be analyzed. The results of Cronbach's alpha, Exploratory Factor Analysis (EFA) and Multiple Regression Analysis (MRA) identify three main determinants influencing the employers' satisfaction with accounting graduates in Hanoi, including students' experience before graduating (SEG), reputation of universities (RU), and university's recruitment support policy (RSP). Based on the findings, some recommendations have been proposed to help universities design training programs for creating better satisfactions for employers in the future. On this basis, the authors propose a number of recommendations to improve the employers' satisfaction with accounting graduates in Hanoi.

**Keywords:** Accounting, Graduates, Employers' Satisfaction, Factor, Firms

**JEL Classification Code:** M40, M41 J21, J28

### 1. Introduction

Over the past few years, manufacturing, trade & service, and construction firms have brought about economic and social benefits to Hanoi City, in particular, and Vietnam,

in general. To put it another way, the production, trade & service, and construction industries in Hanoi are growing more strongly and brightly than other industries. Along with the significant growth, manufacturing, trade & service and construction firms have created jobs for thousands of workers in the city and surrounding areas in general and accounting graduates in particular.

Many firms have built a good recruitment policy, focusing on the requirements set for candidates to meet the employers' satisfaction. When recruiting and accepting accounting personnel to work at the enterprises, they often have certain requirements for each accounting job's position, which is reflected through the extent of the candidate's response to the job's request and employers' satisfaction, such as employers' requirements for the position as inventory accountant, being honest, enthusiastic about the job, having good logical thinking, being able to work on sales management systems, excel, being careful, hardworking, having experience working on trade is also a priority, etc. Employers' requirements (others) for general accountants include candidates who have had 3-4 years experience of general accounting at accounting service or individuals doing accounting work for many

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home-based companies, people aged 25-27, graduating from college or higher, being qualified in accounting law and current tax law, being proficiency in office computer skills like Word, Excel, accounting software (candidates manipulating the software Fast Accounting are being prioritized), having communication skills, handling work well, having ability to analyze, plan, report well, etc., being responsible for the work assigned, and prioritizing candidates who have done many types of firms, etc.

In recent years, universities in Hanoi with specialized accounting courses have continuously improved the quality of training to meet the needs of employers. Universities have taken measures to improve the quality of training such as changing and updating training programs, changing teaching methods with the motto that students are at the center, cooperating with firms, labor recruitment units, renovating training programs to improve training quality, and meet employers' satisfaction. Therefore, graduates with accounting majors from universities in Hanoi are constantly increasing in quality. However, there are still many unemployed graduates among thousands of accounting students who do not meet the employers' satisfaction through their requirements. This begs the question: Why is there a difference in employers' satisfaction among accounting graduates? The answer is to be found in the factors affecting employers' satisfaction with accounting graduates at universities in Hanoi.

## 2. Literature Review

Factors that affect employer satisfaction directly or through requirements are of great interest to many researchers around the world. However, the commonalities of the studies focus on the following factors: (i) students' experience before graduating and (ii) reputation of universities.

### 2.1. Students' Experience before Graduating

Brown et al. (2003) asserted that employees' confidence in work was also a component of pre-graduation experience because this confidence came from experiential learning opportunities. The results of the study by Overton et al. (2009) were similar to the results of this study. Pre-graduation experience can be gained from internships at organizations or firms or from students' part-time jobs while studying whether it is specialized or not. Gault et al. (2010), Hopkins et al. (2011) suggested that there was a relationship between pre-graduation experience and recruitment of newly-graduated students, pre-graduate experienced students were prioritized.

### 2.2. Reputation of Universities

Chevalier and Conlon (2003) concluded that some employers were only interested in recruiting graduates

from prestigious universities according to their perceptions. The reputation of the university and its relationship to the graduates' selection included three components: (i) the reputation of the university the student attended through the university's ranking (Alessandri et al, 2006; Capobianco, 2009); (ii) reputation of the school's training program (McGuinness, 2003); and (iii) student's performance (average point through a semester) (Alessandri et al., 2006). All of them affected employers' satisfaction for the graduates' selection process.

Typical studies in our country on factors affecting the satisfaction of typical employers include Trinh et al. (2013) who confirmed professional competence and attitude associated with motivation were two factors that affected the satisfaction level of employers of university graduates in economics. Assessing the quality of higher education is the way to find solutions to improve employers' satisfaction with graduates. Sai (2016) affirmed that improving the quality of university needed narrowing the gap between the curriculum of the university and the actual demands of the recruiting institutions. The school needed to plan for additional review and adjustment of specialized training programs, ensuring the compatibility between objectives and standards of knowledge, skills, and attitudes for learners with consultation of customers inside and outside, innovative teaching methods and assessment of students to develop problem-solving skills, work organization, communication, team collaboration, and working independently (Nguyen, 2016).

Candidates with practical experience through internships at some units, candidates with practical experience from the part-time jobs in the learning process, and experiences from participating in extracurricular activities were some of the attributes of candidates' competency level that influenced the decisions of employers (Le & Le, 2017). Tran (2018) asserted that in the context of integration, labor resources were facing many challenges, especially fresh graduates. The quality of the training and the soft skills of students in the learning process were decisive factors for the quality of the student's output, which were also the requirements of the employers. According to the author, as information technology platforms developed at a rapid pace, students gained a lot of experience and created jobs right from the school gate. On the other hand, when the school cooperated with firms, it would create many job opportunities for students, and the application of information technology greatly supported students. Since then, the author offered measures to minimize the situation of underemployed graduates such as career orientation before training, soft skills practicing orientation for students, and schools connected to the business.

University brand associated with students who get jobs after achieving a certain level of employers' satisfaction was analyzed by An Nhu (2018). The criterion on the proportion

of students having jobs was considered as an important requirement that determined the quality of education as well as the brand of the school. Many universities had been promoting training policies that directly connected with the needs of firms, training according to the orders of firms. The university was focusing on implementing measures to improve the quality of training such as developing faculty, strengthening facilities, strengthening business connections, developing training programs, and controlling quality of input, training process quality and quality of output. In particular, there were some important things such as emphasis on education quality accreditation according to accreditation standards that are close to ASEAN regional standards and survey, announcement, and increase in the employment rate of graduates.

Huynh (2019), based on the concepts and legal documents of the State on training quality and the set of training quality evaluation standards and training program quality evaluation standards created by Southeast Asia's leading network of universities (AUN-QA), concluded that there were three factors that affected the employers' satisfaction level: (i) professional knowledge, (ii) job skills and other skills, and (iii) attitude. Since then, the author made recommendations to improve the satisfaction level and training quality in 'Information Study of Can Tho University.' However, the limitation of this study is a duplicate of dependent and independent variables and small sample size.

### 2.3. Related Studies in Vietnam

In addition, there have been studies in Vietnam related to this research topic, such as Do et al. (2020); Nguyen et al. (2020) and Nguyen (2020). Do et al. (2020) conducted a survey with 110 accountants in FDI firms. The results showed that the leadership style had a positive relationship with accountants' commitments. The results are considered as a useful reference for establishing policies to attract talent personnel toward to sustainable development of firms. Nguyen et al. (2020) conducted a questionnaire consisting of 31 observation variables with a 5-point Likert scale. The results show that seven determinants had positive relationships with the loyalty of accountants with which those firms can enhance performance, reduce financial strain, saving on investment in the recruiting process of new staff, and increase profitability to ensure investment management.

Based on previous research, interviews with experts, theoretical background related to the research topic such as Outcome-Based Education (OBE); and Competency-Based Education (CBE) model, we have conducted this present research. It uses a mix of research methods, develops and extends the scales of independent variables and dependent

variables to suit the object of the study. In particular, the dependent variable "Employers' satisfaction level for accounting graduates" is inherited from research by Nguyen et al., (2020). The results of the study aim to improve and enhance employers' satisfaction with accounting students at universities in Hanoi.

## 3. Theoretical Background

### 3.1. Outcome-Based Education

Spady (1993) argued that the Outcome-Based Education (OBE) was focusing and organizing an overall program for schools and teaching efforts according to standards already predefined and we wanted all learners to prove them when leaving school. OBE was a process that involved curriculum restructuring, evaluation and reporting in educational practice to reflect the achievement of a high level of learning and a clearer understanding rather than achievement accumulation (Tucker, 2004). Adam (2004) concluded that, with OBE, the learning outcomes were core components, often defined as a mixture of knowledge, skills, abilities, attitudes and knowledge that individuals would have to achieve as a result of their successful participation in a specific set of higher education experiences. In conclusion, training based on learning outcomes is a training management system in which lecturers must comply with the requirements set out and be responsible for the results, but not necessarily strictly follow the implementation as how to get results. In other words, output-based training focuses on results rather than the method used to achieve results; however, certain procedures must still be followed.

Theory of OBE Model has been applied by universities. The school has developed output standards for students of every field including accounting. Accounting graduates need to meet the criteria in the output standards, which are also the requirements of the employers, the more satisfactory the training of students is, the greater the satisfaction level of the employers is. In addition, in order to improve employers' satisfaction, it is necessary to evaluate and measure impacting factors based on many aspects, including the requirements for output standards that the school has developed.

### 3.2. Competency-Based Education Model

Competency-based education (CBE) is based on many theories, such as behaviorists, functionalist, and humanist. It is a combination of liberal education and vocational education. It emphasizes the application of theory to real-life and student-centered approach as the fundamental concept for competency-based education. CBE has emerged since the 1970s in the United States. With this form, education aimed to accurately measure the knowledge, skills and attitudes of

learners after they finished each learning program (Guskey, 2005). CBE model shows that competency-based education demonstrates the quality of training based on learners' proficiency in the target competencies set by the school through the extent to which students meet output standards. In other words, competency-based education is to ensure that learners accumulate the knowledge and skills that are deemed necessary to meet the competencies of their training goals, enabling them to succeed in career and life after graduation. Integrated components in the CBE model include online courses, skill practicing, assessment, students supporting, progress controlling, improvement, and certification.

Harris et al (1995) suggested that capacity-based education maximized each learner's individual competencies, helped learners explore and discover knowledge based on their own interests, and thus mastering their knowledge and applying it to real life. Education is based on the ability to promote creative thinking, critical thinking and problem solving. It emphasizes real-life situations and through solving those situations learners can draw their own experience and knowledge. There are two types of assessments to measure students' learning in a competency-based education model: formative assessment and summative assessment. Formative assessment helps students measure their learning daily and helps identify important contents they need to learn and practice further. Competency-based education program is often flexibly designed in an open way so that new knowledge and content can be added and updated promptly. Content of this program is usually designed by module or credit. Curriculum is just a reference for teaching, not a curriculum as a content approach.

The theory of competency-based education model is related to both the dependent and independent variables of this study. Building attributes (indicators) of dependent and independent variables as well as some recommendations are based on this theory. Applying the competency-based training model contributes to improving the school's training program, helping teachers and students better understand the

content and purpose of the training program, through which they will learn more about themselves and identify what they need to prepare to improve themselves.

## 4. Research Methodology

### 4.1. Research Model

Inheriting the results of previous studies and using a qualitative research approach, namely, interviews with selected experts, we have designed a research model as shown in Figure 1.

Dependent variable: the employers' satisfaction with accounting graduates (ES) including ten (10) attributes (Nguyen et al., 2020). Independent variables: the independent attributes are inherited by previous studies and adjusted appropriately to better suit the research context and space. The independent variables are described in Table 1:

### 4.2. Hypotheses

**H1:** *Students' experience before graduating (SEG) has a positive influence on the employers' satisfaction with accounting graduates.*

**H2:** *Reputation of universities (RU) has a positive influence on the employers' satisfaction with accounting graduates.*

**H3:** *University's recruitment support policy (RSP) has a positive influence on the employers' satisfaction with accounting graduates.*

### 4.3. Research Methods and Sample

We used both qualitative and quantitative research methods. We collected both primary and secondary data for research purposes. Primary data was collected using questionnaires, while secondary data was collected from semi-structured research and interview documents. We

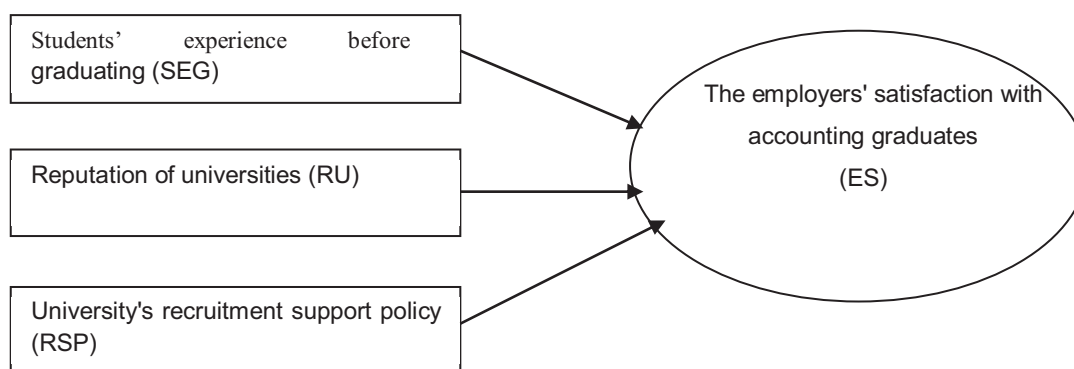


Figure 1: Research model

**Table 1:** Determinants and Its Coding

Code	Scale	Sources
<b>Students' experience before graduating (SEG)</b>		
SEG1	Confidence of accounting students	Brown et al. (2003), Overton et al. (2009)
SEG2	Students with internships at organizations or firms	Overton et al. (2009), Le & Le (2017)
SEG3	Students working part time before graduation	Overton et al. (2009), Le & Le (2017)
SEG4	Experience from participating in extracurricular activities	Le & Le (2017)
SEG5	Motivation to work	Trinh & et al. (2013), Le & Pham (2018), Huynh (2019)
<b>Reputation of universities (RU)</b>		
RU1	Ranking level of the university	Alessandri et al. (2006), Capobianco (2009), An Nhu (2018)
RU2	The university's training program	McGuinness (2003), Sai (2016), Nguyen (2016), Tran (2018), An Nhu (2018)
RU3	Students' results	Alessandri et al. (2006), Tran (2018), Le & Pham (2018), Huynh (2019)
RU4	Proportion of employed students	An Nhu (2018)
RU5	University facilities	An Nhu (2018)
RU6	Academic advisors and specialized lecturers	An Nhu (2018)
<b>University's recruitment support policy (RSP)</b>		
RSP1	Collaboration between universities and firms	Sai (2016), Nguyen (2016), Tran (2018), Le & Pham (2018), An Nhu (2018)
RSP2	Support policies for finding jobs	Le & Pham (2018)
RSP3	Collecting recruitment information	Le & Pham (2018)
RSP4	Attracting firm	Le & Pham (2018)
RSP5	Vocational accounting education	Nguyen (2018)

conducted interviews with human resources (HR) managers and chief accountant from five manufacturing, trade & service, and construction firms in Hanoi. In total, five individuals were interviewed. All interviews were recorded, creating a large data to analyze the factors influencing the employers' satisfaction with accounting graduates in Hanoi. All interviewed individuals have experience in the field of research.

Next, we designed a questionnaire based on previous research and interview results. The official questionnaire had been distributed to a survey sample of 200 employers who are working at firms in Hanoi. They indicated their degree of agreement and disagreement about three factors impacting the employers' satisfaction with accounting graduates in Hanoi with the use of a 5-point Likert scale (from 1 "without effect" to 5 "strongly"). The survey results collected 150 responses. Of which 15 invalid responses were removed and 135 valid responses were retained; the size of this sample is consistent with the study by

Hair et al. (1998). Data analysis was conducted. We entered the responses into SPSS software 22.0. This software allowed us to perform reliability analysis, factor analysis and regression analysis.

## 5. Results

### 5.1. Descriptive Statistics

Information on data collected is shown in Table 2. It shows that, out the 135 respondents, 33 (24.4%) are chief accountants, 32 (23.8%) are human resources manager, 40 (29.6%) are deputy HR manager of human resources department, and 22.2% of the participants are in human resources department. Of these, 42 (31.1%) respondents had working experience of less than 1 year, 33 (24.5%) respondents had working experience of over 3 years, and 44.4% participants had working experience of from 1 to 3 years.



**Table 2:** Respondent Characteristics

	Frequency	Percent	Cumulative percent
<b>Job position</b>			
Chief accountant	33	24.4	24.4
Human resources department	30	22.2	46.7
Deputy head of human resources department	40	29.6	76.3
Human resources manager	32	23.8	100.0
<b>Work experience</b>			
Under 1 year	42	31.1	31.1
Over 3 years	33	24.5	55.6
From 1 to 3 years	60	44.4	100.0
<b>Total</b>	<b>135</b>	<b>100</b>	

**Table 3:** Results of Determinants Scales in the Model

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
<b>Students' experience before graduating (SEG): Cronbach's Alpha: .851</b>				
SEG1	13.91	5.694	.716	.807
SEG2	14.06	6.519	.660	.822
SEG3	13.84	6.520	.615	.833
SEG4	13.72	6.129	.731	.803
SEG5	14.19	6.719	.601	.836
<b>Reputation of universities (RU): Cronbach's Alpha: .851</b>				
RU1	19.93	8.525	.543	.843
RU2	19.94	8.071	.636	.826
RU3	19.89	7.935	.646	.824
RU4	19.99	8.194	.641	.825
RU5	19.98	8.291	.645	.824
RU6	19.94	8.056	.703	.813
<b>University's recruitment support policy (RSP): Cronbach's Alpha: .807</b>				
RSP1	13.99	5.298	.623	.762
RSP2	14.30	5.198	.639	.756
RSP3	13.99	4.978	.684	.741
RSP4	14.00	5.328	.624	.762
RSP5	14.06	5.250	.440	.827

## 5.2. Results of Quality Scale Analysis

Using scale analysis can eliminate inconsistent variables and reduce errors in the research model. Therefore, only variables, which have total correlation coefficients (Corrected Item – Total Correlation) greater than 0.3 and Cronbach's Alpha coefficients equal or greater than 0.6 are

accepted (Hair et al. 2009; Hoang & Chu, 2008). Analyzing Cronbach's Alpha analysis of determinants has shown their influence on the employers' satisfaction with accounting graduates (three determinants with 16 observed variables) and the result is presented in Table 3. The result shows that all Cronbach's Alpha coefficients of population are above 0.6; all Corrected Item – Total Correlation of observed variables

are above 0.3. So, all variables of the research model are suitable for next analyses (Hair et al, 2006).

### 5.3. Exploratory Factor Analysis

EFA were conducted and we used the method of extracting coefficients. The results of Component Analysis and Varimax, Analyzes yields 16 attributes for the independent variables. The results of factor analysis in Table 4 show that  $0.5 < KMO = 0.835 < 1$ . Bartlett's testimony shows  $sig. = 0.000 < 0.05$ . It means variables in the whole are interrelated.

After implementing the rotation matrix, three determinants have factor loading greater than 0.5 and Eigenvalues greater than 1; the variance explained is 63.009%, which

demonstrates that research data analyzing factor discovery is appropriate. Through the quality assurance of the scale and the test of the EFA model, we have identified three determinants influencing the employers' satisfaction with accounting graduates.

### 5.4. Regression Model Analysis

Based on adjusted model after the exploratory factor analysis, we have the following multiple regression model:

$$ES = \alpha + \beta_1 SEG + \beta_2 RU + \beta_3 RSP$$

Results of Table 5, 6, 7 show the following:

Multicollinearity testing: all variance inflation factors (VIF) of independent variables are under 2, so multicollinearity of model is low (Hair et al. 2009, Hoang & Chu, 2008). Therefore, this regression model does not have any violation of the CLRM basic assumption. Durbin-Watson statistic, which is used to test the autocorrelation of residuals presents the model does not violate when using multiple regression method because Durbin-Watson value is 1.773 (in the interval of 1 and 3). In other words, the model

**Table 4:** KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.835
Bartlett's Test of Sphericity	Approx. Chi-Square	1,124.171
	Df	120
	Sig.	0.000

**Table 5:** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.7205 <sup>a</sup>	.519	.508	.38956	1.773

a. Predictors (Constant): RSP, RU, SEG

b. Dependent Variable: ES

**Table 6:** Anova<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	15.713	3	5.132	.868	.009 <sup>b</sup>
Residual	14.563	131	.152		
Total	30.276	134			

a. Dependent Variable: ES

b. Predictors: (Constant): RSP, RU, SEG

**Table 7:** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.703	.273		13.546	.000		
SEG	.290	.079	.343	3.140	.036	.478	1.912
RU	.141	.066	.159	5.614	.020	.816	1.226
RSP	.109	.088	.113	5.100	.040	.468	1.939

a. Dependent Variable: ES

indicated no autocorrelation of residuals (Hair et al. 2009, Hoang & Chu, 2008).

ANOVA testing result: level of significant (Sig.) = 0.009 implies that multiple regression model is suitable with data. Coefficient of R<sup>2</sup> (R Square) = 0.519, which means 51.9% of the total variation in the employers' satisfaction with accounting graduates will be explained by the regression model.

Research model result indicates that all independent variables; namely students' experience before graduating (SEG), reputation of universities (RU), and university's recruitment support policy (RSP) are significant (because Sig. < 0.05) to the employers' satisfaction with accounting graduates. Determinants have influences on the employers' satisfaction with accounting graduates are presented in the following standardized regression model:

$$ES = 0.343 \times SEG + 0.159 \times RU + 0.113 \times RSP$$

Thus, three hypotheses (H1, H2 and H3) are accepted.

## 6. Discussion and Implications

### 6.1. Discussion about Students' Experience before Graduating

Experts say that it is part-time jobs that train the skills of confidence, creativity, dynamism, etc., helping former students to work more quickly and integrate into the job very quickly, thus their waiting time is less than that of students who do not work part-time. Besides, thanks to the available skills, they succeed and advance very quickly in their careers. On the other hand, those who have worked part-time jobs are the ones who are least unemployed, more likely to do the right jobs, have higher income than those who do not. Doing part-time jobs before graduation also greatly influences the satisfaction of employers when recruiting and employing accounting graduates. Therefore, accounting students need to find jobs and work before graduating. They should choose part-time jobs related to accounting such as cashiers, warehouse managers, sales accountants, accounting liabilities, etc., or work related to the economy such as sales, office, etc. Meanwhile, the benefits gained are real experience and income.

Accounting work is a job, which pays little attention to appearance and is suitable for both men and women. This is more introverted (most of the time spent on working within the enterprise, less affected by the outside). Work experience is one of the requirements for employers' satisfaction with job opportunities and job development. Work experience is an important determinant of students' ability to find jobs. This is especially important for new graduates. Currently, in any unit when recruiting personnel, employers often

require students with work experience. They expect that, when accepting experienced students, they can immediately start work, they know what and how to do. Normally, if they recruit an inexperienced student, it will take time to train him/her to understand the job and be able to work independently.

The results of recent studies show that part accounting represents the highest proportion of job positions that employers are satisfied with. This is a basic job position, suitable for the training profession and work experience of less than 3 years of accounting alumni. Some job positions are rated higher, such as general accountant or chief accountant or management accounting. This also recognizes the effort and ability of individuals at work.

Students who want to work with firms for a long time will satisfy employers more than students who are motivated to work for a short time. Since graduation, besides alumni who get a job and have a long-term commitment to that job, the job switch is still relatively common. The change in job may be due to the fact that employees do not meet the increasingly strict requirements of the employers and the fact that the employees do not have many opportunities for training and advancement in the workplace. With the characteristics of the accounting profession, accepting to work in organizations even with low income, but having suitable working environment with specializations, training and promotion opportunities is still the choice of many alumni. Alumni said that they temporarily worked there for a few years to gain experience, to find other better opportunities. The job transfer is also easy to understand because alumni, after having working experience will find better job opportunities, more opportunities for advancement.

Experience in accounting work: experience of accountants is to ensure that employees can meet the requirements of the job, it is the ability to complete the job, real job skills. Experienced accountants have many positive effects on new or inexperienced accountants. Experienced accountants are the teachers to new accountants in practice.

### 6.2. Discussion about Reputation of Universities

Graduation rankings of students reflect a large part of student learning outcomes. One of the factors affecting the employer's satisfaction level and the success level of the graduates' career is the graduating result. In fact, the results that graduates achieve are directly proportional to the employer's satisfaction, job search, and level of advancement: excellent graduates are holding more important positions than other students and none of them is unemployed. The rate of unemployment among students with poorer results is gradually increasing, but these students are doing the job related to their field they studied at university most. Sometimes the graduating results do not have much impact on income, as evidenced by the fact that those with higher



incomes are better off and average graduates rather than the good ones. It is a phenomenon that students only know how to study theory in a pure way, but have not accumulated supplementary knowledge and soft skills. In addition, many firms when recruiting clearly state the requirement: “Ranking graduation results with a fair degree or above”, so graduating results are also important for students.

Most of the universities have conducted an evaluation of the quality of the training program and the qualifications of faculty members through the questionnaire to students periodically according to the main semester of the school year. However, the results of the evaluation are not the most effective because students do not really care about this evaluation, many students only judge superficially. Therefore, the objects of evaluation need to be expanded, the period of evaluation should be conducted more frequently. In addition, the university and faculty need to support and create conditions for lecturers to improve their professional qualifications and practical experience.

Input standards of units employing students were very diverse, depending on many factors such as type of organization, industry, size of organization, and culture of the unit. Standard input could be expressed through the core values that the firm pursued or the culture of the business leader. When the training institution's output standards matched the input standards, employers would save training costs. In other words, a university's degree could only be valuable when students built up the qualifications and qualities that met the requirements of firms. The reputation and brand of training units would be enhanced if graduates met the input standards of employers (Le & Le, 2019).

Among accounting universities, some universities are not among the top universities in Vietnam in accounting training. The accounting training time is not as quick as that of many other schools, but the university has somewhat made a difference, confirming the quality of accounting training. The quality of the university's training is also one of the factors affecting the employer's satisfaction, thereby affecting the employment status of graduates. Many alumni do not meet the satisfaction of employers, have not been able to find jobs due to many subjective and objective reasons, but we can conclude that the quality of the school's training is one of factors with significant influence.

The influence of the university brand is one of the factors that alumni have difficulty meeting the satisfaction of employers in applying for a job. Alumni still lack confidence when applying for a job, and even fail from the process of applying form. This is a channel of feedback on the evaluation of society for the university's training. Considering the accounting training universities, some universities are still relatively “young” with about 15 years or lesser of formal training in this field. Being born after big and reputable

universities and having to chase after will be very difficult to develop breakthroughs. Therefore, the universities and the faculty of accounting need to have strong reforms to improve the brand in accounting training, so that graduates will be proud of the reputation of the school, be recognized and selected by the society.

The university's facilities including lecture hall, study area, library, learning facilities, etc., also have a great impact on the amount of knowledge that students gain after studying at home university. Despite having improved, the university's facilities are still somewhat not up to the prescribed standards and not yet modern and synchronized.

Academic advisors have a direct relationship with students through academic advisory activities. They share job-finding experience and interview experience for students, helping students get a job. Specialized instructors engage students in each intensive subject through lectures. Experienced lecturers working in firms and units will disseminate practical knowledge to students, integrate into lectures, and integrate practical and theoretical programs to help students have more knowledge to find a job after graduation. Specialized lecturers with their relationship can also introduce jobs for graduate students.

### **5.3. Discussion about the University's Recruitment Support Policy**

Accounting vocational education: the quality of the vocational education of the school was also reflected in the fact that graduates would find professional jobs, and especially without a job-hopping phenomenon (Nguyen, 2018). Currently, some universities have not maintained regular vocational education for students from enrollment to graduation. Vocational education has not been a focus, sometimes it has been disseminated when students go to practice or prepare for graduation. Most lecturers have performed well the task of transferring professional knowledge to students. Specialized instructors engage students in each intensive subject through lectures. Experienced lecturers working in businesses and units will disseminate practical knowledge to students, integrate into lectures, and integrate practical and theoretical programs to help students have more knowledge to find a job after graduation. Specialized lecturers with their relationship can also introduce jobs for graduate students. However, the lecturers' consultancy, support and orientation for students on a regular basis are still limited and uncommon. The career counseling for students has not been widely disseminated to lecturers and has not been paid much attention.

Job-finding support: in recent years, the university with accounting training has supported job-finding for students, but this is spontaneous, lecturers who know recruitment

information will direct introduction to students, through the monitor or via Facebook or notices posted on the board of the faculty office. There have been instructors sharing with accounting students about writing curriculum vitae, interview responses, suitable job positions, etc. In addition, a few lecturers also organized to take accounting students to a number of large firms to observe the field. However, many universities have not set up a center to support students and connect firms. Nguyen (2018) said that the problem of connecting firms, finding and applying for jobs were often only focused by the training units and even the students themselves at the end of the training period. The assessment of students' academic ability as well as the training capacity of the university was still inclined to evaluate based on academic scales. The problem of finding jobs and the quality of jobs was thought to be the responsibility of the students after graduation. The proportion of students with jobs after graduation was often seen as one of the main criteria used to evaluate the quality of the school's training, in reports to some related factors.

Collecting recruitment information: universities and specialized faculties have also received recruitment information from agencies and organizations through channels such as firms sending recruitment notices and emails. However, recruitment information collected in these forms is very limited. Other channels to collect recruitment information more effectively are universities, faculties directly working with enterprises, universities and faculties actively surveying the recruitment needs of firms or participate in industry fairs and exhibitions to collect recruitment information. However, all of which have not been implemented or they have been done infrequently.

Attracting firms: universities and specialized faculties have invited firms to participate in events such as scientific seminars, training program evaluation, etc., thereby introducing professional training contents. The fact that firms go to university directly is more influential than the introduction of the school through other channels. However, in the development of training programs of the faculty and university, there has been no feedback from firms. Innovative achievements of the university such as additional facilities, increasingly improved industrial manners of students, etc., have not been introduced to firms. In addition, the utilization of the content of knowledge and skills contributed by firms has not been specifically and clearly implemented by the university, so enterprises have not seen specific results.

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