

FACTORS AFFECTING EMPLOYER SATISFACTION ON MEETING GRADUATES' JOB REQUIREMENTS OF TEACHER TRAINING DISCIPLINES

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ARTICLE INFO	ABSTRACT
Received: 04/01/2022 Revised: 09/3/2022 Published: 09/3/2022	Training graduates who can meet job requirements well after being recruited is very important for higher education institutions. The purpose of this paper is to identify and analyze the factors affecting the employers' satisfaction on meeting the job requirements of Dong Thap University graduates on teacher training majors. The data used in this study is the results of feedback from 201 employers who are the managers at preschools, primary schools, junior high schools, and high schools. The results of exploratory factor and linear regression analysis have pointed out three factors that affect the employers' satisfaction on meeting job requirements of graduates. The influence degree of each factor on the employers' satisfaction in descending order is graduates' working attitudes, professional skills, and soft skills. These research results are an essential basis for Dong Thap University to update and develop teacher training programs to meet society requirements better.
KEYWORDS	
Graduates	
Meeting job requirements	
Soft skills	
Professional skills	
Working attitude	

CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN SỰ HÀI LÒNG CỦA NHÀ SỬ DỤNG LAO ĐỘNG VỀ KHẢ NĂNG ĐÁP ỨNG YÊU CẦU CÔNG VIỆC CỦA SINH VIÊN TỐT NGHIỆP CÁC NGÀNH ĐÀO TẠO GIÁO VIÊN

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THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận bài: 04/01/2022 Ngày hoàn thiện: 09/3/2022 Ngày đăng: 09/3/2022	Đào tạo sinh viên tốt nghiệp có khả năng đáp ứng tốt yêu cầu công việc sau khi được tuyển dụng là một vấn đề quan trọng đối với các cơ sở giáo dục đại học. Mục đích của bài viết này nhằm xác định và phân tích các yếu tố ảnh hưởng đến sự hài lòng của nhà sử dụng lao động về khả năng đáp ứng yêu cầu công việc của sinh viên tốt nghiệp các ngành đào tạo giáo viên của Trường Đại học Đồng Tháp. Dữ liệu được sử dụng trong nghiên cứu này là phản hồi của 201 nhà sử dụng lao động đang là cán bộ quản lý tại các trường mầm non, tiểu học, trung học cơ sở, trung học phổ thông. Kết quả phân tích nhân tố khám phá và hồi quy tuyến tính đã chỉ ra 03 nhân tố có ảnh hưởng đến sự hài lòng của nhà sử dụng lao động về khả năng đáp ứng yêu cầu công việc của sinh viên tốt nghiệp. Mức độ ảnh hưởng của từng nhân tố đến sự hài lòng của các nhà sử dụng lao động lần lượt là thái độ làm việc, kỹ năng chuyên môn và kỹ năng mềm của sinh viên tốt nghiệp. Kết quả nghiên cứu là cơ sở quan trọng để Trường Đại học Đồng Tháp cập nhật và phát triển các chương trình đào tạo giáo viên đáp ứng tốt hơn yêu cầu của xã hội.
TỪ KHÓA	
Sinh viên tốt nghiệp	
Đáp ứng yêu cầu công việc	
Kỹ năng mềm	
Kỹ năng chuyên môn	
Thái độ làm việc	

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1. Introduction

According to the research results of The World Bank, the quality of higher education in Vietnam did not meet the needs of the labour market [1]. Osmani et al. (2019) argued that there was an imbalance in society between employers' expectations and higher education institutions in providing qualified and capable labour resources to meet the job requirements [2]. Research by Nguyen et al. (2018) showed that students' skills were lower than the requirements of enterprises, especially in the group of social and behavioural skills [3]. The main goal of higher education and training was to prepare graduates for the tasks they would perform in the workplace after being employed [4]. Therefore, training graduates to meet the requirements of society is one of the central tasks of higher education institutions. According to Pham (2016), training to meet social needs was often understood in two ways. Firstly, training must meet the development of science and the learning needs of learners. Second, the trained human resources must meet the job's requirements that the graduates have to undertake in the future [5]. Besides, the training was not according to what the universities had but to what the society needed [6]. Employers often require graduates with basic and necessary technical skills for specific occupations [7]. Therefore, the training process at universities must help graduates gain the essential professional skills to meet future job requirements.

Some essential skills with graduates to meet job requirements have been analyzed, evaluated and presented in many studies. One of them was the soft skills of graduates. According to Archer et al. (2008), regardless of the size of an enterprise, graduates' soft skills, especially communication skills and teamwork skills, were always more important than the hard skills of graduates [8]. In addition, Orr et al. (2011) indicated that soft skills factors were significant for graduates finding a job and achieving long-term success in the profession. The authors argued that the labour market was changing, and many challenges were. Universities needed to provide valuable opportunities for students to develop soft skills in a professional environment [9]. Lowden et al. (2011) argued that employers expected graduates to have technical and disciplinary competencies from their degrees and require graduates to demonstrate a range of soft skills such as teamwork skills, communication skills, leadership skills, critical thinking, and problem-solving and management skills [10]. Supporting the above view, Finch et al. (2013) also argued that soft skills were the most important for employers. The authors recommend that universities' training programs and courses develop soft skills for graduates [11]. In addition, research by Nguyen et al. (2015) has classified the working skills of graduates into three main groups: technical skills group, cognitive skills group, social and behavioural skills group. Social and behavioural skills reflected the soft skills of graduates, including communication and behaviour skills, work discipline, teamwork skills, presentation skills, and negotiation skills. The authors argued that most employers rated cognitive and social-behavioural skills higher than technical skills (reflecting graduates' professional skills) [12]. According to Dunbar et al. (2016), employers paid the most attention to the soft skills of graduates. The research results also showed that the technical skills of graduates were less concerned to employers. The authors recommend that soft skills should be given more attention in future curricula of higher education institutions [13].

Besides soft skills, graduates' professional skills and working attitudes are essential factors in meeting job requirements. From the employers' point of view, Trinh et al. (2016) argued that universities' training only achieved a high quality when graduates had the professional competencies, working attitudes and motivations, and personal working skills suitable for job requirements. The authors also confirmed that professional capacity and personal skills were the factors that had the strongest impact on employers' satisfaction. In contrast, working attitudes had the lowest effect on employer satisfaction [14]. McMurray et al. (2016) argued that graduates' attitudes, working skills, and work experience were essential to employers. Besides, graduates' attitudes and work skills were ranked by employers higher than graduates' work experience [15]. Research by Tran et al. (2018) showed that the working attitude of graduates

impacted the satisfaction of employers. However, the work attitude factor influenced the employers' satisfaction lower than the management factor in the working process (a new factor created during the implementation of the discovery analysis) [16]. In addition, Huynh (2019) pointed out three factors that positively influenced the employers' satisfaction, including graduates' professional skills, attitudes, and knowledge. In which graduates' career skills had the strongest influence on the satisfaction of employers, followed by graduates' working attitudes and professional knowledge [17]. Furthermore, Dang et al. (2019) evaluated graduates' competencies with the following four criteria: the relevance of graduates' trained expertise to the job, work attitude, work skills, and work results. The authors have shown that graduates' working attitude had the highest overall rating, followed by the work results, while trained professional factor of graduates received the lowest rating of employers [18]. In particular, a few studies have been found to measure the job requirements satisfaction of teacher training majors graduates. Specifically, the study by Trinh et al. (2013) aimed to measure the satisfaction degree of job requirements of Early Childhood Education graduates. Research results showed that graduates had met job requirements at a good level with political, moral qualities and lifestyle, a fairly good level of knowledge and skills, and the average level of professional development capabilities [19]. In addition, the study of Ngo et al. (2018) evaluated the job satisfaction degree of pedagogical disciplines graduates based on the opinions of employers. The authors believed that universities' training only achieved a high quality when graduates converged on professional competencies, attitudes and work motivations, and personal working skills suitable for the job requirements [20]. Another study by Aquino et al. (2015) on the work performance of pedagogical graduates had shown a gap between employers' perceptions of the qualifications of teachers and their competencies in meeting job requirements [21]. Thus, most of the studies reviewed by the author had measured and evaluated the graduates' satisfaction with job requirements in many different professions. However, there is little research on the graduates of teacher training disciplines. In fact, besides general skills, the graduates of teacher training majors have specific skills in meeting job requirements and need to be evaluated by stakeholders, especially employers.

For the above reasons, this study was conducted to measure and evaluate the employers' satisfaction on meeting graduates' job requirements of teacher training majors in Dong Thap University. The employers' satisfaction level with graduates of teacher training disciplines could be used to evaluate the preparedness level of a higher education institution for graduates. In addition, it also indicated the quality of teacher training programs that universities were implementing [21]. This research result is the basis for Dong Thap University to improve the quality of teacher training, contributing to enhancing quality and training brand.

2. Research methods

2.1. Research model và research hypotheses

Based on previous studies [11]-[14], [16]-[18], [20]-[22], the author proposes a model to study the factors affecting the employers' satisfaction on meeting the graduates' job requirements of the teacher training majors, including three main factors: (1) soft skills, (2) professional skills and (3) working attitudes of graduates. The research model is shown in Figure 1.

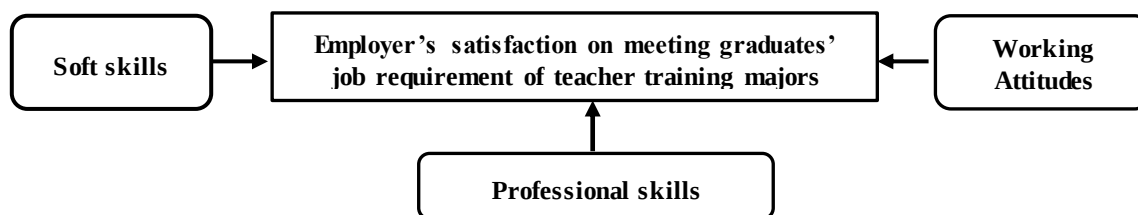


Figure 1. Proposed research model

With three main factors representing three independent variables in the research model, the author proposes 17 observed variables to measure the graduates' job satisfaction level of teacher training majors. The observed variables used in each factor are shown in Table 1.

Table 1. *The recommended observed variables in each factor*

No.	Variables	Items
Soft skills		
1	SS1	Communication skill
2	SS2	Teamwork skill
3	SS3	Presentation skill
4	SS4	Listening skill
5	SS5	Observation skills
6	SS6	Pedagogical behaviour
Professional skills		
7	PS1	Skills in developing and implementing lesson plans
8	PS2	Skills to master professional knowledge in teaching activities
9	PS3	Skills in using teaching facilities
10	PS4	Skills in applying information technology in teaching
11	PS5	Skills in applying teaching methods
12	PS6	Skills to build a learning environment
13	PS7	Skills to test and assess student learning results
Working attitude		
14	WA1	Enthusiastic, responsible for work
15	WA2	Dynamic and creative at work
16	WA3	The spirit of learning, overcoming difficulties
17	WA4	Sense of discipline at work

In addition, the dependent variable of employers' satisfaction includes four observed variables, namely satisfaction level about graduates' soft skills (ES1), satisfaction level about graduates' professional skills (ES2), satisfaction level about graduates' working attitudes (ES3), satisfaction level about graduates' work performance (ES4). For independent variables, each observed variable is rated on a 4-level Likert scale: 1 - unresponsive, 2 - partial response, 3 - good response and 4 - very good response. Moreover, each observed variable of the dependent variable is rated on a 4-level Likert scale: 1- not satisfied, 2 - partial satisfied, 3 - satisfied and 4 - very satisfied. Furthermore, the determination of the final factors to measure influence level to the employers' satisfaction about meeting the graduates' job requirements on teacher training disciplines will be carried out through Cronbach's Alpha coefficient analysis and Exploratory Factor Analysis (EFA) before performing linear regression analysis.

Based on the research model, the author proposes 03 research hypotheses. Firstly, the graduate's soft skills factor positively influences the employers' satisfaction meeting the graduates' job requirements (H_1). Secondly, The graduate's professional skills factor positively influences the employers' satisfaction meeting the graduates' job requirements (H_2). Finally, graduates' working attitudes positively affect the employers' satisfaction about meeting the graduates' job requirements (H_3).

2.3. Research samples

According to Hair et al. (2014), the minimum sample size to use EFA was 50, preferably 100 or more, where the ratio of observations to a variable was at least 5:1 or 10:1 [23]. Thus, with 03 independent variables including 17 observed variables proposed by the author in this study, the minimum sample size to perform EFA in the ratio 10:1 was 170. This study received responses from 215 employers from online survey forms, of which 14 answers were rejected because employers only responded with the same rating for all observed variables. Thus, the number of responses used in the study was 201, which meets the minimum requirement for the research

sample to perform EFA and linear regression. Employers who responded to the survey were administrators at preschools, primary schools, junior schools, and high schools (namely: principals, vice-principals). They were the employers who have recruited graduates of teacher training major from Dong Thap University. The characteristics of the study sample are shown in Table 2.

Table 2. Describing the characteristics of the study sample

Schools' characteristics	Counts		Total	%	Average seniority
	Principals	Vice-principals			
Preschools	41	16	57	28.4	18.5
Primary schools	6	21	27	13.4	27.9
Junior schools	31	7	38	18.9	20.8
High schools	57	22	79	39.3	21.1
Total	135	66	201	100.0	21.1

(Source: Analysis results from the author's data)

2.4. Data reliability

The reliability evaluation of the data is performed through the results of Cronbach's Alpha analysis by SPSS software 22.0. The scale has satisfactory reliability when the Cronbach's Alpha value of the scale reaches 0.60 or more [24]. In addition, the observed variables in each scale are accepted when the value of the total correlation coefficient reaches 0.30 or more [25], [26]. Statistical results in Table 3 show that the observed variables in each component scale have the corrected item-total correlation greater than 0.30, and the Cronbach's Alpha value of the scales is greater than 0.60. Thus, the component scales have satisfactory reliability coefficients. At the same time, the observed variables in each scale have a good correlation with the representative scale, so they are kept in scales for analysis and statistics.

Table 3. The results of Cronbach's Alpha reliability analysis

Scales	Number of variables	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Soft skills	6	0.640 - 0.780	0.857 - 0.880	0.899
Professional skills	7	0.574 - 0.761	0.879 - 0.900	0.900
Working attitude	4	0.723 - 0.767	0.837 - 0.855	0.881
Employers' satisfaction	4	0.738 - 0.848	0.845 - 0.885	0.900

(Source: Analysis results from the author's data)

3. Findings and discussions

3.1. The results of exploratory factor analysis

Exploratory Factor Analysis (EFA) was performed to determine the convergence and discriminant of the observed variables for determining the independent and dependent variables used in the linear regression model. Specifically, observed variables that have unsatisfactory factor loading values or did not converge on any factor will be removed. In addition, the observed variables that did not guarantee the discriminant continued to consider for removal. In the scope of this study, the author used the accepted loading coefficient of the observed variables as 0.5. It means that observed variables with factor loading values less than 0.5 are unsatisfactory and rejected. The results of the exploratory factor analysis are shown in Table 4.

Table 4. Rotated Component Matrix

Variables	Component		
	1	2	3
PS7	0.814		
PS2	0.756		
PS6	0.692		
PS1	0.676		
SP5	0.674		
PS3	0.612		

Variables	Component		
	1	2	3
SS5		0.760	
SS4		0.736	
SS1		0.733	
SS2		0.712	
SS6		0.661	
SS3		0.599	
PS4		0.508	
WA4			0.787
WA1			0.775
WA3			0.764
WA2			0.696
Cronbach's Alpha	0.900	0.895	0.881
Extraction Sums of Squared Loadings (%)	53.917	60.850	67.379

(Source: Analysis results from the author's data)

The results of EFA created three factors and ensured the convergence and discriminant conditions of observed variables in each factor. However, the convergence results of the observed variables showed a slight change compared with the original proposal of the author. Specifically, the PS4 variable (Skills to use information technology in teaching) converged in a group of soft skills. Thus, the soft skills factor will be made up of 07 observed variables, including the PS4. In addition, the appropriateness of the data with the EFA was determined through the KMO value and Bartlett's test result. Specifically, the data is suitable for EFA when the $KMO > 0.5$ and the $Sig. < 0.05$ [27], [28]. The results of KMO and Bartlett's test are shown in Table 5.

Table 5. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.945
Approx. Chi-Square	2212.885
Bartlett's Test of Sphericity	df
	136
	Sig.
	0.000

(Source: Analysis results from the author's data)

Statistics in Table 5 show that $KMO = 0.945 > 0.5$ and Bartlett's test has $Sig. = 0.000 < 0.05$. Thus, the data used in this study are suitable for EFA. In addition, the extracted variance total is $67.379\% > 50\%$. It shows that the extracted factors explain 67.379% of the data variation for all observed variables participating in the EFA.

Besides, the results of EFA for the observed variables in the dependent variable (Employers' satisfaction) in Table 6 show that the $KMO = 0.828 > 0.5$, and Bartlett's test has $Sig. = 0.000 < 0.05$. It shows that the data is suitable for EFA. In addition, the total value of extracted variance is $77.081\% > 50\%$, indicating that the extracted factor can explain 77.081% of the data variation of the observed variables. In addition, the factor loading coefficient values of these observed variables are from 0.851 to 0.921 that are greater than 0.5. Thus, all five observed variables are kept in the scale of the dependent variable for linear regression analysis.

Table 6. Component matrix of the employer satisfaction variables

	Component
	1
ES4	0.921
ES3	0.870
ES2	0.867
ES1	0.851
Extraction Sums of Squared Loadings (%)	77.081
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.828
Bartlett's Test of Sphericity (Sig.)	0.000

(Source: Analysis results from the author's data)

3.2. The analysis results of correlation and linear regression

The results of the correlation analysis in Table 7 show the values of Sig. = 0.000 < 0.01. It shows a linear correlation with 99% confidence between the dependent variable Y (Employers' satisfaction) and independent variables, namely X_1 (Professional skills), X_2 (Soft skills), X_3 (Working attitudes). Therefore, all these three independent variables will continue to be included in the linear regression analysis to determine the degree of influence on the dependent variable.

Table 7. The results of the correlation analysis

		Y	X_1	X_2	X_3
Y	Pearson Correlation	1	0.699**	0.654**	0.690**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	201	201	201	201

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Analysis results from the author's data)

Besides, the adjusted $R^2 = 0.571$ shows that the independent variables explain 57.1% of the variation of the dependent variable in the regression model. In addition, the results of ANOVA analysis in Table 8 have the value of $F = 89.915$ and Sig. = 0.000 < 0.05, showing that the linear regression model is consistent with the study data.

Table 8. ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.370	3	11.457	89.915	0.000 ^b
	Residual	25.102	197	0.127		
	Total	59.472	200			

a. Dependent Variable: Y

b. Predictors: (Constant), X_3 , X_2 , X_1

(Source: Analysis results from the author's data)

Statistics in Table 9 show that the values of Sig. < 0.05 for independent variables, namely X_1 , X_2 , X_3 . It means that three independent variables influence the dependent variable Y. Besides, the values of B and Beta in the regression coefficient test for the independent variables reached positive values. It shows that the independent variables have the same effect on the dependent variable. It means when the employers' satisfaction with factors such as soft skills, professional skills and working attitude of graduates increases, the employers' satisfaction about meeting the job requirements of teacher training majors graduates also increases. Specifically, the employers' satisfaction with the factor of professional skills (X_1) increases by 1 unit, their satisfaction with meeting graduates' job requirements increases by 0.374 units (due to $B = 0.374$). In addition, the satisfaction of employers with the graduates' working attitude factor (X_3) increases by 1 unit, their satisfaction with meeting graduates' job requirements increases by 0.358 units (due to $B = 0.358$). Moreover, employers' satisfaction with the soft skills factor (X_2) increases by 1 unit, their satisfaction with meeting graduates' job requirements increases by 0.210 units (due to $B = 0.210$).

Table 9. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.092	0.194	0.475	0.636		
	X_1	0.374	0.086	0.329	4.341	0.372	2.689
	X_2	0.210	0.087	0.178	2.404	0.017	2.548
	X_3	0.358	0.074	0.336	4.848	0.446	2.240

a. Dependent Variable: Y

(Source: Analysis results from the author's data)

Furthermore, the regression analysis results in Table 9 also show the influence level of the independent variables on the dependent variable. Specifically, with Beta = 0.336, the independent

variable X_3 has the strongest effect on the dependent variable Y . The second effect level on the dependent variable Y is the independent variable X_1 with $Beta = 0.329$, while the lowest influence on the Y dependent variable is the independent variable X_2 with $Beta = 0.178$. Thus, graduates' working attitude has the strongest impact on the employers' satisfaction about meeting graduates' job requirements, followed by graduates' professional skills. In contrast, the graduates' soft skills have the lowest influence on employers' satisfaction. In summary, with the results of regression analysis, the hypotheses of H_1 , H_2 , H_3 outlined in this study are all accepted.

Although most previous studies had measured and evaluated the graduates' job requirements satisfaction in various professions, the results of this study have also shown some similarities to prior studies on the factors that affect the employers' satisfaction on meeting job requirements of graduates. Specifically, professional skills and working attitudes of graduates that influence the employers' satisfaction supported the research results of McMurray et al. (2016) [22], Trinh et al. (2016) [14], Tran et al. (2018) [16], Huynh et al. (2019) [17], Dang et al. (2019) [18]. In addition, the factor of graduates' working attitudes has the strongest influence on the employers' satisfaction, showing similarities with McMurray et al. (2016), Dang et al. (2018). However, this result is not similar to the studies by Trinh et al. (2016) because the author argued that graduates' working attitude has the lowest impact on employers' satisfaction about meeting the job requirements of graduates. Besides, the factor of graduates' soft skills affects employers' satisfaction, which is similar to the studies of Archer et al. (2008) [8], Orr et al. (2011) [9], Finch et al. (2013) [11], Lowden et al. (2011) [10], Nguyen et al. (2015) [12], Dunbar et al. (2016) [13], and Nguyen et al. (2018) [3]. However, the lowest influence level of soft skills on employers' satisfaction in this study is not consistent with the results in studies of Finch et al. (2013), Dunbar et al. (2016) because the authors of these studies suggested that soft skills had the strongest effect on employer satisfaction on meeting the graduates' job requirements.

For many different occupations, including teacher training majors, meeting job requirements and providing employer satisfaction requires graduates to achieve many skills and attitudes in the working process. However, the number of studies aimed at measuring employers' satisfaction about the ability of graduates to meet job requirements is still limited. Therefore, continuing to conduct investigations to measure the graduates' ability to meet job requirements on teacher training majors is necessary and should be implemented in future studies.

4. Conclusion

Along with previous studies, this study has shown the factors affecting the employers' satisfaction with the graduates' job requirements of teacher training majors, including soft skills, professional skills, and work attitudes. Specifically, all three factors positively influence the employers' satisfaction about meeting the job requirements of graduates. Two factors of professional skills and working attitudes have a strong and positive influence on the employers' satisfaction about meeting the graduates' job requirements. Thus, to help graduates meet job requirements well after being recruited, teacher training institutions, including Dong Thap University, need to equip professional skills and soft skills for students in the training process. In particular, teacher training institutions need to organize practical pedagogical activities during the training process to help students approach practical teaching activities. In addition, internship activities need to be implemented effectively to help students have valuable teaching hours. These are real opportunities for pedagogical students to practice and improve their professional skills for teaching activities after being recruited. Moreover, the graduates' working attitudes strongly influence employers' satisfaction in meeting job requirements. Therefore, pedagogical students need to have a severe attitude to study and work, a sense of responsibility, and self-learning to improve their qualifications to meet job requirements well. Finally, the soft skills factor has the lowest impact on the employers' satisfaction. However, they significantly influence the graduates' success in the future, especially in building relationships with leaders, colleagues,

parents, and pupils during the work process. So, teacher training institutions need to organize soft skills training activities for graduates, helping them more confident in the recruitment process and steady with their future careers.

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