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**Academic Qualification and Experience:  
Their Effect on Employability in Da Nang, Vietnam**

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## **Abstracts**

Employability is a controversial topic recently in Danang as there are two main types of perspectives towards the enhancement employability consisting of academic education and working experience. Many people believe that getting many academic diplomas and having as higher educational level as possible is really helpful in strengthen a person's employability. On the other hand, other people think that work experience play more important roles on making a person employable since the employers' perspectives and requirements has changed less or more with the preference to practical skills rather than academic degrees. A questionnaire is designed to collecting data about respondents' academic education situation, work experience alongside with other structured questions to see whether the key factor of finding a job is academic qualification or experience. The research can give readers an up-to-date overview and general conclusion of what really can make people more employable and so it is valued as the recommendations for people to made proper decision to prepare for their career life.

**Key words:** *Employability, work experience, academic education, Danang employment market*

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 Problem and its background**

Employability has become a highly debated problem in Danang recently. Although the employment rate is getting better and better, the news and criticisms about the insufficient jobs for higher graduates' and the knowledge and skills given by academic education cannot suitably prepare for graduates' abilities in their career life keep appearing and becoming a syndrome these days. The peak of this issue is that Danang has policy to send off many employees mostly of education sector to abroad for post-graduate training using different funds but many of them use that source of sponsor to obtain their doctoral or at least master degree but refuse to get back in Vietnam to serve Danang education and lead to lawsuit between Danang Government and these people. Therefore, a controversy about how academic education helps to find out a good job and have higher promoting opportunities over the practical experience keep occurring. This phenomenon partly proves that getting higher academic educational levels in order to be much more employable has become a stereotype in Danang whereas someone having experience in different industries believe that work experience has overwhelming influences as compared to education. This conflict leads to the question which among two factors academic qualification and experience has more intensive impact on employability in Danang employment market. Therefore, this research provides the findings of which between qualification and experience is more important for employability. This research first collect the answers of people who are currently employees or are still finding a job in Danang to find out the impacts and correlations of both qualification and experience on the people employability in Danang labour market. The report then will figure out whether academic education or experience has more extensive effect on employability, following the circumstances of employees working in different fields in Danang.



## **1.2 The Research Questions**

This research will concentrate on finding the answers for these questions:

1. Are number of job offers affected by academic qualification factors including educational level, University Degree, job related certificate and number of seminar attended?
2. Are number of job offers affected by experience variables including job related training, part-time job and working time?
3. Are job positions affected by Academic Education variables including educational level, University degree, job related certificate and number of seminar attended?
4. Are job positions affected by Experience variables including job related training, part-time job and working time?

## **1.3 Hypothesis**

Based on the research questions and designed questionnaire, these hypothesis will be tested:

- Ho<sub>1</sub>: “Number of job offers are affected by Academic Qualification factors including educational level, University Degree, job related certificate and number of seminar attended”.
- Ho<sub>2</sub>: “Experience variables including job related training, part-time job and working time affect Number of job offers”
- Ho<sub>3</sub>: “Job positions can be explained by Academic Qualification variables including educational level, University degree, job related certificate and number of seminar attended”
- Ho<sub>4</sub>: “Education variables including job related training, part-time job and working time have impact on Job positions”

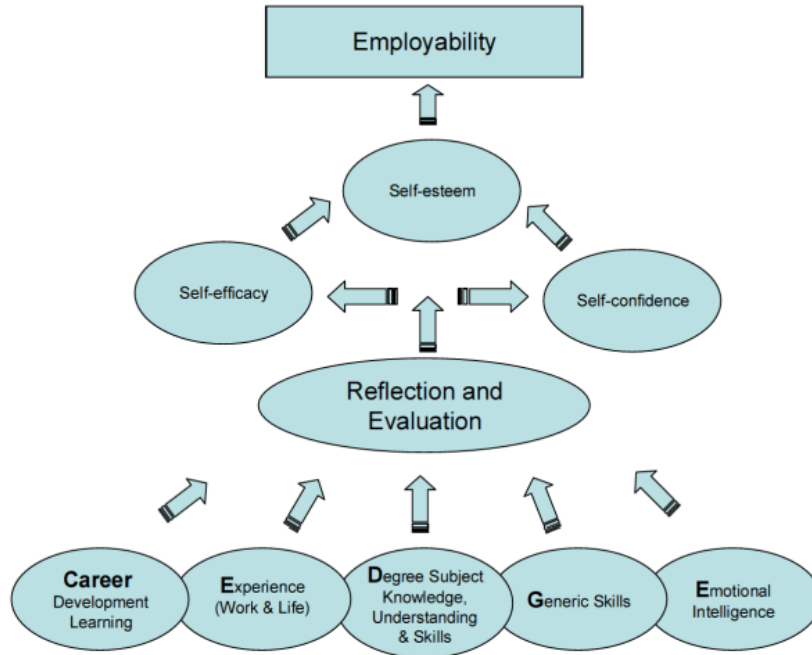
## **1.4 Theoretical and Conceptual Framework**

### **1.4.1 Theoretical Framework**

This research is based on different models developed about employability consisting of the framework created by Fugate (2004), model of Dacre Pool and Sewell (2007) and Heuristic model of characteristics of employability model developed by Baum (2008).

The first model made by Fugate (2004) is more on an argument about three significant dimension of employability. The first is ‘career identity’ consisting of factors such as goals, hopes and fears; personality traits; values, beliefs and norms; interaction styles; and time horizons of an individual and represent the identification and aim of a person in the work domain. The second part is ‘personal adaptability’ including the willingness of the individual to obtain or change knowledge, skills, abilities and other characteristics to catch up the demands of current situation. The third dimension is “social and human capital” capturing social networks and work experience, training and skills development. Therefore, this framework defined employability as “a multidimensional aggregate of career identity, personal adaptability, and social and human capital” (Fugate et al., 2004: 32)

The second model developed by Dacre Pool and Sewell (2007) with the development and addition of Fugate three dimensions and can be used as a framework for working with students in higher education in the UK to enhance their employability. The components of the Dacre Pool and Sewell (2007) model are presented in the figure below:

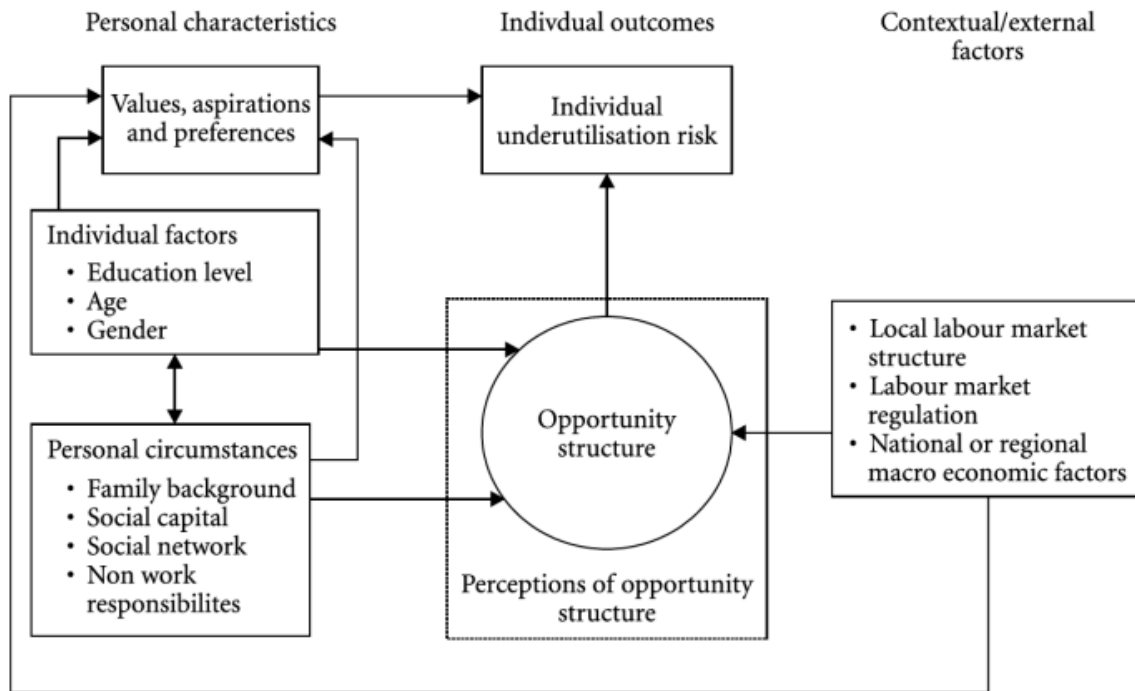


Source: Darce Pool and Sewell (2007: 280, Figure 1)

**Figure 1 Darce Pool and Sewell (2007) Framework on Employability**

As can be seen from the figure, stage 1 which helps people to define their individual capabilities including career development learning, experience, degree subject knowledge, understanding and skills, generic skills and emotional intelligence. The next stage is reflection and evaluation of learning experiences to help a person to assess what he/she needs to do to further develop his/her employability. Third stage is the key to the development of self-efficacy, self-confidence and self-esteem of an individual. All the stages and their factors play important role and contribute to creating and enhancing employability sequentially.

The third framework developed by Baum(2008) also represents the characteristics of employability with the concentration on not only on individual characteristics and personal circumstances as mentioned in two previous model, but also on (local) labour market characteristics and other external factors in order to together assess a person's labour market outcomes and have appropriate interventions to enhance employability. This framework is presented in the figure below:



Source: Baum et al. (2008: 1197, Figure 1)

**Figure 2 Baum (2008) Framework on Employability**

The figure shows the relations of three stages: Personal Characteristics, External factors and Individual Outcomes (employability). The Personal Characteristics stage factors such as age, gender, educational level, family background, social network or responsibilities in work all have impact on opportunity structure while these factors also affect value, aspiration and preference of a person and affect individual outcomes as well. Same as individual factors and personal circumstances in stage 1, External factors such as local employment situation, labour framework or macro and micro economic factors do affect opportunity structure of an individual as well as affect Personal Characteristics.

### 1.4.2 Conceptual Framework

Based on the theoretical framework, a research model is drawn to reflect the current research. The conceptual Framework chosen for this research is simulacrum model and is presented in figure 2

#### Simulacrum Model

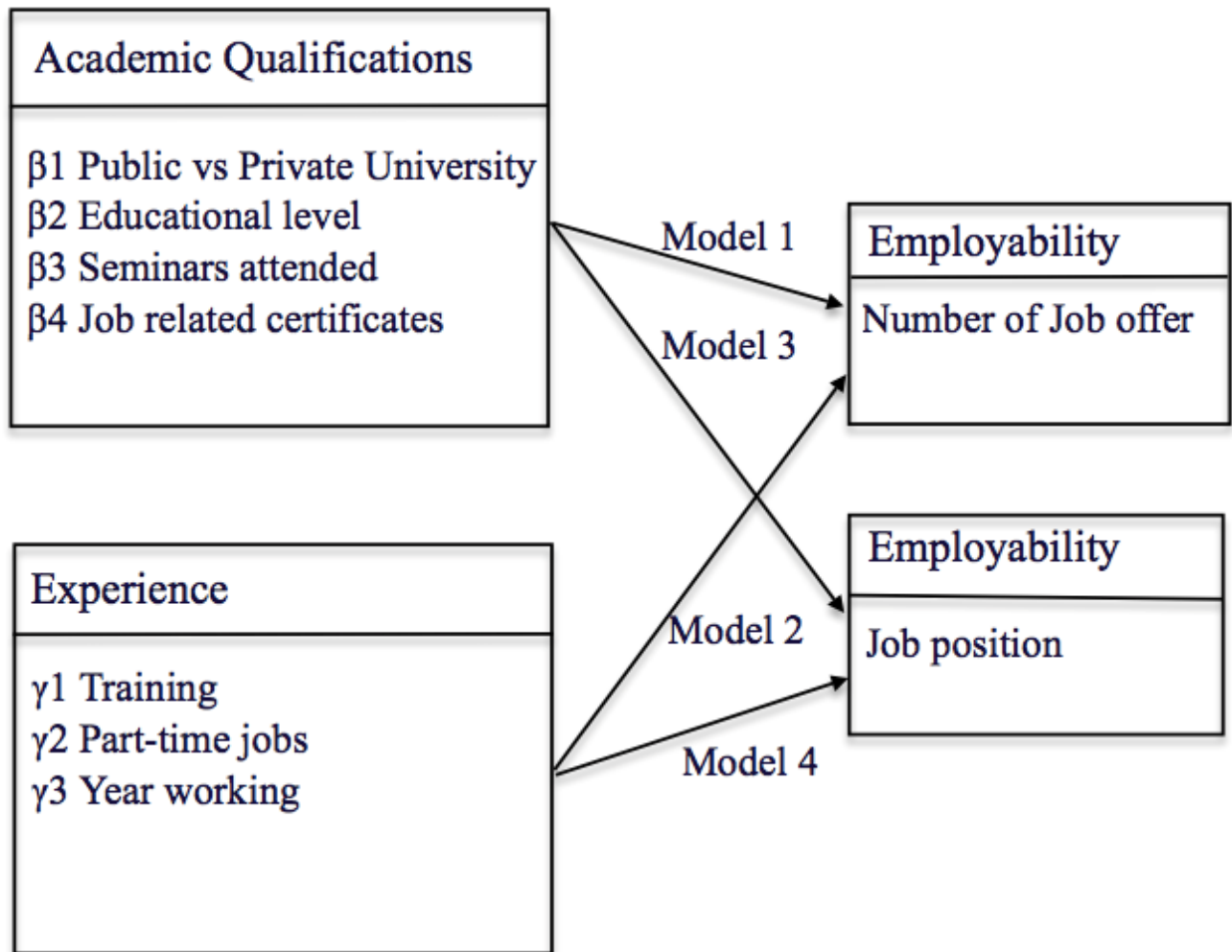


Figure 3 Conceptual Framework of Research

The relationship between dependent variable and independent variables of this research as well as the formulas representing the influences of independent variables on dependent variables are written as three models below:

**Model 1:**

$$Job\_Offers = \beta_0 + \beta_1 Uni\_Degree + \beta_2 Education\_Level + \beta_3 Seminar + \beta_4 Job\_Related\_Certificates + \varepsilon$$

**Model 2:**

$$Job\_Offers = \gamma_0 + \gamma_1 Work\_related\_training + \gamma_2 Part\_time\_job + \gamma_3 Working\_time + \varepsilon$$

**Model 3:**

$$Job\_Position = \beta_0 + \beta_1 Uni\_Degree + \beta_2 Education\_Level + \beta_3 Seminar + \beta_4 Job\_Related\_Certificates + \varepsilon$$

**Model 4:**

$$Job\_Position = \gamma_0 + \gamma_1 Work\_related\_training + \gamma_2 Part\_time\_job + \gamma_3 Working\_time + \varepsilon$$

## **1.5 Scope and Limitations of the Study**

### **1.5.1 Scope**

This research is conducted within 2 months and a haft: 3 weeks for defining purpose of the research, designing the survey and data collection method of the survey from February 15<sup>th</sup>, about 2 weeks for collecting and processing data and the rest 3 weeks for testing data, reporting and finalising the research.

This data collection is conducted in Danang. Representative data of about 120 employees are surveyed out of full population of all employees in Danang.

### **1.5.2 Focus**

The survey examines the impact of academic education and experience on employability in order to give conclusion which factor is more important. Group of people surveyed is current employee and people who are looking for a job in Danang and all respondents are expected to be 18 and over.

### **1.5.3 Context**

The data collection methods employed can be questionnaire distribution through face-to-face interview and online survey distribution. The content is answers of employees for structured questions designed in questionnaire related to academic education, experience and employability.

### **1.5.5 Limitations of research**

Firstly, there are limitations concerning the use of chronological age. Although we expected to receive respondents' answers from different age groups to collect variable results, most of the respondents are from 21-33 years old which is difficult to explain the significant responses. Chronological age remains an important method of categorizing individuals and a point of change for objective involvement (e.g. Kooij et al., 2008). Moreover, the number of age also effect on job, working period of employability. Thus, different age groups will respond about their specific employability based on individual circumstance.

Secondly, a limitation is the research were used self-report data which were gathered via survey, cause the common method variance. According to, Podsakoff et al. (2003) provide useful suggestions for questionnaire design that may reduce the risk of common method variance, many of which were followed in this study (e.g., changes in the response format, anonymity, instructing the participants that there are no right or wrong answers). Moreover, Conway and Briner (2002) research that self- reports are less powerful than strengthen interaction. They supposed that the interaction is more effective.

Finally, this research focuses on employees in Danang, so the consequence may not apply for the entire Vietnam employee market.



## **1.6 Research goals, expected outcome, significance and rationale**

### **1.6.1 Research goal**

This research aims to find out the impact of academic qualification and experience on employability in Danang in order to find out whether academic education or experience has overwhelming effect on employability.

### **1.6.2 Expected outcome**

This research project expects to figure out the real perspective of employees on experience and academic qualification towards employability, through the quantified analysis based on questionnaire result, to draw the conclusion which factor among education and experience is more important for enhancing the employability. This research also hopes to create a comprehensive overall view about the research problems without the inaccurate conclusion that comes from only some particular parties or specific fields. This study will not find out the root causes of the current syndrome in Danang that people try to obtain as many academic degrees as possible but this research expects to give readers some recommendations, through the objective conclusions, to have a fair perspectives on general employment market in Danang in order to make proper decision on how to enhance their employability the most effectively.

### **1.6.3 Significance**

This research is important because it helps the reader to clarify whether academic education or experience is more significant for employability although both factors have their own influences on employability. However, the accurate comparison depends on different aspects and different goals of employees and so their assessment before may not be objective. Through the data collection of people in different age range, educational levels and working fields, the conclusion of this study is expected to be comprehensive and objective and can be used as consultations for employees to choose the best way to enhance their employability between academic education and experience.

#### **1.6.4 Rationale**

People are trying to obtain as many and higher academic qualification as possible hoping to have a good career life despite the gaps between people's employability and requirements at work place is a phenomenon in Danang. The employees may not know what really can help to enhance their employability between education and experience. From analysing of research project, it can raise employee's awareness of determining factors that have the most significant impact on their own employability, based on each people's goals and circumstances.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The concept of employability has been discussed for a number of years but there has been a growing interest in employability related factors recently, especially the relationship of education and work experience with employability. The comparison between academic education and work experience on employability to find a good job is not a new issue but not many official researches about this problem have been done yet since this issue with two main variables of academic qualification and experience was normally written as two separate part of a research without clear correlation between these two factors with employability. Moreover, there are not many researches mentioned only about the comparison between academic education and experience since they also contained many other variables and most of them were written based on employers' perspective. In addition, the previous theories discussed about the very general picture of Vietnam employment situation and impact of higher education on learners' employability was mentioned as a part of this circumstance only and the particular phenomenon happening in Danang had not been discussed in any studies in the past.

The main purpose of this literature review is to provide current knowledge of this research's three main variables: employability, academic education and work experience. This part also discusses previous relevant studies and categorised these theories into three main sections based on the defined main variables that helps to fulfil the research goals.

## 2.2 Employability

The notions and identifications of employability has been given and discussed in various documentaries since long time ago but the definitions are not entirely the same since employer and employee has different perspective towards employability as well as the definitions of employability for different specific industries are different also. Moreover, the change in requirements and standards of an employable person, numerous studies has presented that different skills such as key skills, transferable skills, soft skills, functional skills and enterprise skills have become attributes required to promote employability in labour market nowadays. Other attributes such as job offers or position offers for employee can also be considered as the significant elements representing employability.

Lee (2002) of the University of Exeter defined employability as “the establishment of clear mechanisms by which students can develop their abilities to use and deploy a wide range of skills and opportunities to enhance their own academic learning and enable them to become more employable”. In another research, Lee (2002) also pointed out that employment and employability is not the same at all and should be told apart because employment means a person is employed and having a job but employability means that an individual has the qualities needed to maintain employment and perform good in the workplace.

On the other hand, The USEM model figured out by Knight and Yorke (2004) outlines employability as four broad and inter-related components including understanding, skilful practices (including deployment of skills), efficacy beliefs (including students views of themselves) and meta-cognition (including self-awareness and a capacity to reflect on learning). Most definitions of employability determine that individual characteristics and behaviours define their employability, Clarke, (2007, p. 262). This definition is also same as what Hind & Moss (2005, page 1) believe that “employability is a set of social behaviours and skills that you can learn to help you interact and work with other people in a variety of different situations”. The notion of employability discussed by Hind & Moss is about the core skills that help people

in developing their career and they are gained through both education and practical work experience. These skills include learning and study ability, communication (verbal, non-verbal and written communication), numeracy, presentation, negotiation, group work, leadership, analytical skills, project management consultancy and reflective skills.

However, there is also a suggestion that employability is highly depend on the context of the current labour market discussed by Clarke (2007) as well as on personal circumstances and capacity for job flexibility and mobility found out by McQuaid (2006). The authors discussed that employability is not only about individual characteristics and behaviours, employability is affected intensively by the trend of labour market and people's own abilities at that time period. The influences of labour market and individual's circumstances are not stable all time and so the assessment of employability cannot be constant as well. Moreover, in case of graduates' employability, there is a link between employability and employment: where employability is understood as suitability for graduate employment, it may increase graduates' chance to get graduate-level jobs, but does not assure them; depending partly on labour market situation at the time they graduate, (Clarke, 2007; Knight & Yorke, 2004; Yorke, 2006).

Knight & Yorke (2004) discussed that employers often criticise the standard of new graduates by focusing on they lack business sense and understanding of the real world. Hence, it is suggested that employability is not just skills obtained, it also includes qualities and achievements of each employee. Knight and Yorke divided employability skills into three categories: Personal Qualities, Core Skills and Process Skills. Knight and Yorke also included additional skills as particular personal qualities such independence, emotional intelligence and initiative which are skills that cannot be taught in a classroom or can be obtained easily through work experience. In conclusion, Knight and Yorke (2004) found out that employability is the combination of qualification, experience and even graduates' achievements that they need to translate into a common language that employers can understand.

Furthermore, employability or skills needed for finding a job is not instincts or people naturally

has it. Crebert, Bates, Bell, Patrick, & Cragolini (2004) suggested that people can be more employable by experimenting and being educated. Students' subject matter knowledge is usually satisfactory. Therefore, by enhancing and developing employees' abilities such as interpersonal skills, working in group, conveying effectively and problem solving skills that will be added to their academic capabilities making them more employable, discussed by Hind, Moss, & McKellan (2007). These reports were written to find out the important of how to develop learners' employability by both educating and obtaining experiences and giving effective recommendations about appropriate methodologies, although they were written in general and focused mainly on Hospitality and Tourism Circumstances.

Besides pointing out the factors that are related to employability and focus on how to enhance employability reviewed in four theories above, there is a research found opinions based mostly on employers' perspective about employability of higher education graduates in century 21. Humburg, Velden, & Verhagen (2013) believed that the lack of information on the employers' perspective on what makes graduates employable can be a limitation on how to enhance the employability of graduates. The research findings revealed that professional expertise which includes subject-specific knowledge and technique skills obtained in school is paramount while work experiences gets graduates the job offers and especially, interpersonal skills are proved to be more important than ever in Century 21. This research clearly demonstrated what had been discussed in researches in two last decades that employability is affected intensively by three basic variables education, experience and interpersonal skills that all have their own particular contribution on how to make a graduate employable, with concentration on employers' opinions.

### **2.3 Academic education and its relationship with employability**

Academic education and its impact on people's employability found out through previous researches conducted for different industries in different countries and different time period. The attributes of academic education consisting of educational levels, types of degrees/diplomas or school reputation and how they affect employability are included. Some studies focus on a particular business sector while discussing about the influences of academic education on employability and some others only mentioned it in general.

Harvey (2000) discussed that the nature of teaching and learning practices in developed countries is quite supportive and helps to encourage students to be effective learners and subsequently, effective workers, with interactive and personal attributes that can contribute well to their employability such as communication, teamwork and interpersonal skills. This finding reflects that academic education in most developed countries and some developing countries build up curriculums that based on the purposes of improving students' capability and skills needed for catch up with the quick development of the society and labour market. Academic education thus play important role in enhancing employability of learners to help them be more employable and the skills mentioned by Harvey (2000) is also supported by Humburg, Velden, & Verhagen (2013) as the necessary attributes for employability in Century 21<sup>st</sup>.

Nonetheless, as a developing country, the education situation in Vietnam is somewhat different. The liberalisation policy (known as Doi Moi policy) has been implemented for more than 20 years and has changed the national economy into market economy with socialist orientation and so the related development of Vietnam economy and its education system is at a much lower stage as compared to other developed countries. Belonging to the efforts to develop the whole country; higher education, employers, students and their families are all related stakeholders of "work-readiness" policy but there is not much has been done from that policy for the connection between higher education and enterprises in Vietnam since Universities, with the prime mission of "training" rather than "education", seem to accept career orientation as one of its missions (Pham, 2008; Tran, 2006). Harman & Nguyen, (2010) found out in their research that one of the desirable student outcomes of all education system in Vietnam is to

compliance with work-readiness but not much evidence has been found in the actual strategies employed by different institutions to enhance graduate employability Tran (2010b).

The two previous researches were supported by Tran (2015) in her book discussed about higher education and labour market in Vietnam. The problem of low higher graduates' employability was considered as a loose relationship between higher education and employment market, discussed by Tran (2015). The findings of this study reveal that enhancing employability in Vietnam includes many factors that are underplayed in general literature. This study figures out that the situation of underdeveloped economy alongside with passive educational systems has defined and created the corruption in employment market. The gaps between graduates' employability and the requirements of businesses are really intensive but the market culture does not accept that aspect and just focus on face saving, hierarchical order or the role of rumours and so affect seriously the transition to employee of higher education learners. The study thus suggest that employee, employer, universities and related parties (students' families, friends) need to acknowledge the rapid change taking place in Vietnam society and the collaboration of all qualification, practical experience and especially the perspectives of relevant parties (learners, Government, employers) is the most important way helping to enhance employability in Vietnam and balance the employment market. The universities' curriculum or requirements of employers are not really the root causes but the loose relationship of these two, alongside with inadaptability or changeability of market culture in the past now are really affect the employment situation in Vietnam quite intensively.

In phase of higher education concentration, it is also necessary that students develop greater ownership of their employability skills to maximise the potential for a successful career in a competitive and variable graduate employment market. The connection between higher education (HE) and the economy is long term so the HE is increasingly expected to contribute to the labour market by supplying students with skills for employment. It is thus said that education has a particular and significant relationship with employability in general employment market, Little (2006).



## **2.4 Work experience and its impact on employability**

This part mentions about the work experience and its impact on employability. Components included in work experiences such as work-related experience, part-time job, probationary or training provides. The discussion focuses on the relationships between work experience and ability to find a job of people.

The analysed data from the National Longitudinal Survey of 1972 High School Seniors by Meyer and Wise (1982) discovered the strong relationship between hours worked in high school and weeks worked per year in the four years later. They found out that in the first four years after high school, student could earn higher wages if they worked during their high school. It means that work experience really can bring people greater opportunities to find a good job or to basically earn much money. Regarding to this discussion, based on the Youth in Transition survey, Mortimer and Finch (1986) evaluated data collection and figured out that working during high school have positive consequences for early career achievement which are considered as full time employee, income and promotion. The experience collected, in here mentioned work experience in high school, helps people to be employable enough to find a job with practical skills right after they graduate from high school. The experience or skills, alongside with knowledge and other skills obtained from academic education, can be the key features creating employable people following the requirement of Century 21<sup>st</sup> discussed by Humburg, Velden, & Verhagen (2013).

Stern and Nakata (1989) also analysed the from the National Longitudinal Survey, Youth Supplement data and found that student who have experienced in working, they took the chance to dealing with people, data and less unemployment, higher hourly earnings in the first three years after graduation. It once again strongly prove for Meyer and Wise (1982) and Mortimer and Finch (1986) that work experience is beneficial for people and helps to enhance employability sooner and more effectively than people who have not had experience before

starting to find a job. Marsh (1991) also evaluated the High School and Beyond data and find out the effect of employment when people at high school was "not being unemployed during the two years following high school graduation" for a part-time job or a full time job. One of the most important effects is that the labour market have high requirement about work experience for those who only have high school certificate than higher education graduates. Experience, especially experience had in high school is significant for making a person employable.

The concept of different factors affect workers' employability by De Grip, Van Loo & Sanders (2004) that takes account of employees and employers characteristics that the employability is impacted by willingness to take training course and to be mobile across jobs or flexible in the tasks they do. This theory is supported by Tran (2015) since both researches figured out that employability is not only about skills or labour market demands, it also about employees and employers' perspectives and desire to enhancing employability and reduce the gaps between workers' capabilities and requirements at workplace. This is not about just higher standard in educational levels but about the willingness of both employee and employer to improve the employability in the specific situation of the industry at that time.

According to the report of Archer and Davidson (2008) that encompass all industries, it gives a general comprehension that in any type of business employability skills play a significant part. Comparing to Martin and McCabe (2007) information which was provided from students' views that they feel work experiences has a useful contribution on their future employability. Martin and McCabe (2007) also link work experience with the kind of skills learnt. The consequence of this primary research discover the most important skills that Conference and Banqueting managers want from a graduate and whether they are learnt through work experience. They are communication skills, group work skills, thinking skills and project management skills which are mainly obtained and improved through practical experience.

Chi and Gursoy (2009) conducted a study which supports Connolly and McGing (2007) as it investigates the factors for successful placement services. The consequence found that the requirement of internship were important for successful career services. The internship here can be considered as a form requirement for work experience of employer besides the degree or diploma that people have and thus prove the intensive impact of experience on employability based on the employers' perspective. In phase of this theory, Connolly and McGing (2007) and Chi and Gursoy (2009) convey that placement is a main part of learning and gaining experience in term of hospitality industry, a popular and major sector nowadays. This still supported the previous discussion about the importance of experience and practical techniques in service sector and for those working directly with people. Both authors' studies were in many countries which could suggest that practical skills and work experience are important world-wide.

In relevant with Connolly and McGing (2007) and Chi and Gursoy (2009), Caroline Archer (2010) reported that work experience through a placement year is an advantage for a graduate employability. Besides, the graduate can take advantage of the part-time jobs to practice the theory during their academic courses or even after graduating. Due to the skills that are learnt by work experience which is considered more important from a Conference and Banqueting perspective of managers, work experience in the hospitality sector is recognized as being significant and valuable than a degree. These consequences also supported by several previous researcher encompass: Harper, Brown and Irvine (2005), Martin and McCabe (2007), and Connolly and McGing (2007). It does not mean that academic experience is unnecessary for hospitality industry since this industry require high level of language ability and proper behaviours and performance. It only proves that, beyond certificates, practical experience can be considered as the best way to practice and enhance work capabilities of current workers as well as prepare a good employability for people who are looking for a job in hospitality industry or other similar industries such as tourism.

Martin and McCabe (2007) conducted a research to explore the experiences of hospitality and tourism postgraduates who earned from the part-time work and the skills they developed

themselves. The answers presented that the two main reasons they worked is to develop practical skills related to their participated courses and to enhance their employability. Students rated which of Knight and Yorke (2004) skills they thought had developed most are Personal Qualities, Core Skills and Process Skills including 39 skills. The results showed that there are three skills they have opportunity to develop mostly: the recognition of how to interact with people, adaptability and team work skills. This result reflects the similarity of previous researches' findings and strongly confirms that most of skills that create one's employability can be effectively developed through real experience such as part time jobs, trainings, internship or vocational courses.

## **CHAPTER III**

### **RESEARCH DESIGN**

This part is the discussion about how the research is conducted in order to get the answers with the comprehension of all relevant variables. The types of research, data gathering process, sampling frame and sampling technique and how we employ and distribute this research to respondents are concluded.

#### **3.1 Types of research and Questionnaire design**

The type of research chosen for this study is descriptive research. This research will describe the issue of academic qualification and work experience towards employability as employees' view of finding good jobs. The association of academic qualification and experience with employability is also discovered through this research so that the conclusion of which factor among these two is more importance for employability can be clarified. This research was also designed as a quantitative questionnaire with use of structured questions under both open and closed forms to collect valid and reliable data that is relevant to the research question and objectives.

#### **3.2 Subjects/Respondents of research**

The main respondent of this research is employee including both part-time and full-time employee and those who are looking for a job in different fields in Danang. These subjects were decided in order to collect information from both people who will soon find a job and are currently working so that the thinking gap of those who have experienced process of finding a job and those who have intention to find a job is also clarified. This also ensures that data collected is specific about the content relevant to the research questions. The respondents selected by researchers also help to finish the research within its time frame since the

respondents all have perceptions about research problem and can easily answer the questionnaire based on their current circumstances and opinions towards this issue.

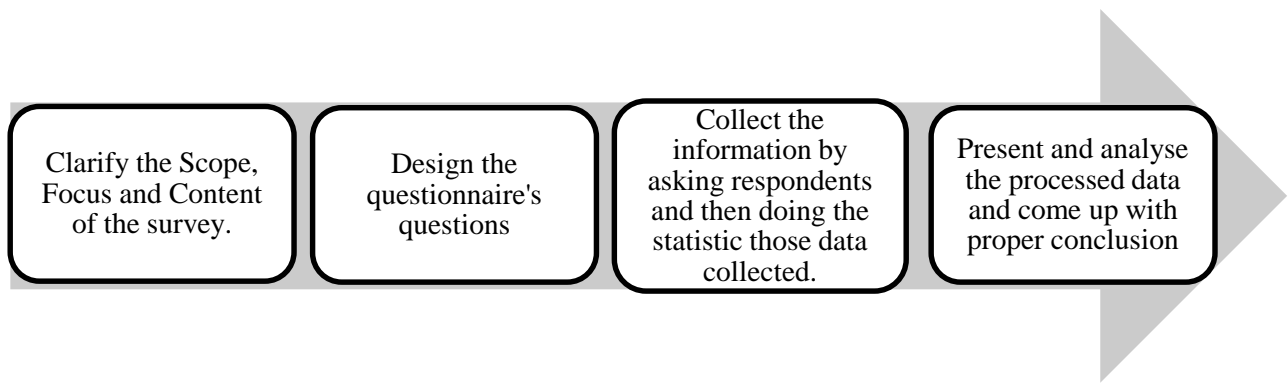
### **3.3 Sampling technique and sampling frame**

According to (Carroll, 2014), the “population” in statistics includes all members of a defined group that the research or collection of information was conducted on for data driven decisions. The population for this research was the whole employees working in Danang since this research was made to collect answers without the bias of any business sector respondents working in. However, the quantity of chosen population was very broad that census method collecting data from the whole population was such a waste of time and money, so the random sampling method were applied alternatively to gather all required data. The sampling frame was the list of employees working in Danang and about 110 subjects were taken out of sampling frame using random function of Microsoft Excel. 120 people chosen will be the random sample representing for the whole population of this research and the chance for being picked up of every people was the same for entire population.

### **3.4 Data gathering method**

This research was used to collecting the facts related to respondents’ qualification and experiences in work and the data used to make the statistic and analysis after collecting back all distributed questionnaires will include both primary and secondary data.

The primary data was collected by subscribing the questionnaire’s answers and then made statistic to do the analysis on research problems. The respondents’ answers as raw data was gathered and categorised into dependent variable (employability) and independent variables (academic qualification and experience) information to create statistical diagram later on. The process of collecting primary data was as the diagram below:



The secondary data for this research includes the statistic about employment market in Danang such as employment rate, number of employee having higher education diplomas or number of vocational workers in Danang or in any particular field. These kinds of information can be collected on Danang General Statistics Office or in Statistical Years Book at most of public library. In addition, the previous research about factors affect employability related to qualification and experience can be used as our secondary data as well since this data can helps us in setting the background of the research, referring to build up the hypothesis for our research problems and analysis of this study. The researches or reports about familiar problem were gathered through accession to published studies, articles of reliable sources such as Universities' publishes/magazines, mainstream newspaper or some research institutes' publishes.

### 3.5 The distribution, time period and stage of research

**-Distribution:** This research was conducted mainly as face-to-face interview to complete the questionnaire and partly through email distribution as our backup plan for those who cannot adjust their schedule to do the research. Respondents were contacted to make appointments for the interviews at their chosen place. The questions were printed on paper and all responses will be answered directly on the questionnaire. Finally the respondents were asked to check the answers and sign to confirm that they answered this questionnaire.

**-Time period:** This research has a deadline to meet at the end of April including time of designing questionnaire to processing all data collected and making analysis/report based on questionnaire's result. Each data collection takes around 15 to 30 minutes with the guideline included for face to face interview and around a day for receiving answered questionnaire through email in case some respondents cannot take face to face interview. Travel time to each location to ensure being on time for the interview and break time was prioritised to ensure not to occupy working time of the respondents, which are mostly employees.

**-Venue/location of research:** For the interviews to be effective and convenient, advance appointments are required to ensure the respondents are available and so the location are suitable for those involved and can be chosen by the respondent. The venue of research can be public place such as coffee shop or at respondents' workplace. With those doing survey through email, the location was based on where they answer the questionnaire.

### 3.6 Statistic Tools

The statistic software used for analysing the data collected from questionnaire is SPSS. The use of statistics include descriptive and inferential statistic. The descriptive statistics were processed by calculating mean, variance and standard deviation through SPSS functions.

All the research questions were answered by using regression analysis to test the hypothesis of this study. The inferential statistic is processed using regression analysis of SPSS's statistical test to confirm if dependent variables of this research including number of job offers and job positions (represent for Employability) are affected by the independent variables consisting of Academic Qualification and Experience. The linear correlation is included in this statistical test between dependent variables and independent variables to find out relationship between them. In this research, the correlation between job offers and Academic Qualification, Job offers and Experience, Job positions and Academic Qualification, Job positions and Experience are computed. The results help to find out if *independent variables (Education and Experience)* increases, will *dependent variables (Job offers and Job positions)* do increase,



decrease, or perhaps not change at all) alongside with regression analysis conducted to see how changes in Education and Experience variables result in changes in Job offers and Job positions representing for Employability, vice versa.

The resulting line of regression analysis could be written in the general form:

$$y = bx + a$$

where

$a$  = intercept of the line with the y-axis

$b$  = slope (tangent)

Moreover, the correlation between  $X$ , representing for Employability (includes two factors Job offers and Job positions) as dependent variable and  $Y$ , standing for Academic Education and Experience as independent variables; is computed by the correlation coefficient  $r$  under the following equation:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \cdot \sum (y_i - \bar{y})^2}}$$

where

$x_i$  = data  $X$

$\bar{x}$  = mean of data  $X$

$y_i$  = data  $Y$

$\bar{y}$  = mean of data  $Y$

Value of  $r$  can vary from 1 to -1 and each value reflect different degree of correlation between two factors ( $X$  and  $Y$ )

$r = 1$  perfect positive linear correlation

$r = 0$  no linear correlation (maybe other correlation)

$r = -1$  perfect negative linear correlation

### **3.7 Ethics and information security**

The questionnaire designed consist of respondents' personal information such as name, occupation, gender, age and income; the security of those private data must ensure the compliance with ethic and law about information' confidential and privacy. The respondents are over 18 with no disabilities and all answers were anonymous so there are no major concerns of ethics within this research. The guidelines on answering questionnaire were given and signatures of respondents were collected during the collection of data to eliminate the unexpected ethical issues also.

About the privacy of information, the data collected, especially personal information would be anonymous and some tools were applied such as install anti-viruses programme to avoid viruses, firewall to prevent unauthorised instruction and hackers and the researcher especially need to keep the morality not to use the customers' private information without their confirmation for improper purposes, in order to prevent customer information from losing, leaking or being stolen. The storage of respondents' answers is strongly considered to follow *Vietnam Safety of Information Law* amended and supplemented under Resolution No. 51/2001 / QH10 by the Ministry of Information and Communications of the Socialist Republic of Vietnam.

### **3.8 Analysis and Conclusion**

All information and data collected through questionnaire were quantified using Microsoft Excel and SPSS software to do statistical and find out the correlation between academic qualification and experience with employability. The statistical information then was presented under tables or diagrams to show the comparison and analysis of each variable. The conclusion was given after considering throughout the analysis and comparing with the initial hypothesis.

## **CHAPTER IV**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Introduction**

The data collected from the questionnaire's answers need to be processed and analysed in order to test the hypothesis, answer the research questions and come up with appropriate conclusion.

This chapter illustrates the analysis, presentation and interpretation of the processed data of this research. The analysis and interpretation of data is divided to two parts. The first phase is the presentation of quantitative analysis of data based on the results collected from questionnaire while the second part is a concise qualitative interpretation of the analysed data.

The analysis includes interpretation of five models based on the simulacrum conceptual framework presented in chapter I.

#### **4.2 Interpretation of Results**

##### **Quantitative Analysis of Data**

Total of 120 questionnaires distributed online, only 110 valid completed questionnaires were used for computing the results. Three (3) questionnaires were completed by people who are less than 18 years old, two (2) non-responses and five (5) questionnaires had some missing data so that ten (10) questionnaires were subtracted from the total sample size due to the invalidity. This means that 10 questionnaires, out of 120 questionnaires given to the respondents, were completely removed from the analysis. The rest 110 questionnaires were used to process data and interpret the results.

#### 4.3 MODEL 1: Job offers (dependent variable) and Education (independent variable)

##### Descriptive Statistics

	Mean	Std. Deviation	N
Job_offers	2.89	1.323	110
Education_Level	4.15	.593	110
Uni_degree	1.19	.395	110
Job_related_certificates	2.17	1.520	110
Seminar	3.59	3.910	110

##### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.111	4	6.778	4.351	.003 <sup>a</sup>
	Residual	163.580	105	1.558		
	Total	190.691	109			

a. Predictors: (Constant), Seminar, Education\_Level,  
Uni\_degree, Job\_related\_certificates

b. Dependent Variable: Job\_offers

**Table 1 Model 1 Summary****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377 <sup>a</sup>	.142	.109	1.248

a. Predictors: (Constant), Seminar,  
Education\_Level, Uni\_degree,  
Job\_related\_certificates

**Table 2 Coefficients of Model 1****Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.341	.943		-.362	.718
Education_Level	.607	.202	.272	3.002	.003
Uni_degree	.304	.305	.091	.999	.320
Job_related_certificates	.035	.088	.040	.395	.694
Seminar	.076	.034	.225	2.237	.027

a. Dependent Variable: Job\_offers

A regression analysis was conducted to find out whether number of job offers is affected by educational level, University degree, Job-related certificates and Seminar attended or not. The

table 1 shows that the correlation between job offers as dependent variable and Education factors as independent variable is positive (0.377) but it is still a weak model since only approximately 11% of dependent variable is related to independent variables (educational level, University degree, Job-related certificates and Seminar). However, the significance of .003 reflects the possibility of this model that number of job offers can be explained by educational level, University degree, job related certificates and number of seminar attended)

From the Coefficients presented in table 2, the final model is drawn. This is represented by

$$\textbf{Job offers} = -\textbf{.341} + \textbf{.607 (Education Level)} + \textbf{.076 (Seminar)}$$

Where:

- Educational Level  $p=.003$
- Seminar attended  $p=.027$

#### 4.4 MODEL 2: Job offers (Dependent variable) and Experience (independent variable)

##### Descriptive Statistics

	Mean	Std. Deviation	N
Job_offers	2.89	1.323	110
Work_related_training	1.77	1.332	110
Part_time_job	2.12	1.641	110
Working_time	2.85	1.852	110

##### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.153	3	9.384	6.120	.001 <sup>a</sup>
	Residual	162.538	106	1.533		
	Total	190.691	109			

a. Predictors: (Constant), Working\_time, Part\_time\_job, Work\_related\_training

b. Dependent Variable: Job\_offers

**Table 3 Model 2 Summary****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384 <sup>a</sup>	.148	.124	1.238

a. Predictors: (Constant), Working\_time, Part\_time\_job, Work\_related\_training

**Table 4 Coefficients of Model 2****Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.784	.288		6.185	.000
Work_related_training	.195	.092	.196	2.114	.037
Part_time_job	.181	.073	.224	2.466	.015
Working_time	.133	.065	.186	2.027	.045

a. Dependent Variable: Job offers

A regression analysis was conducted to find out whether number of job offers is affected by work related trainings, part-time job and working time or not. The summary of this model presented in table 3 shows that the correlation between dependent variable (Job offers) and Experience as independent variables including work related training, part-time job and working



time is positive (0.384) although it is still a weak model since only 12.4% of dependent variable is correlated to independent variables. However, the significance of the whole model at .001 reflects the possibility of this model that number of job offers can be explained by independent variables (work related training, part-time job and working time)

From the Coefficients shown in Table 4, the final model is drawn as below:

***Job Offer =***

***1.784+.195 (Work related training)+.181 (Part time job)+.133 (Working time)***

Where:

- Work related training  $p=.037$
- Part-time Job  $p=.015$
- Working time  $p=.045$

#### 4.5 MODEL 3: Job-position (Dependent variable) & Education (independent variable)

##### Descriptive Statistics

	Mean	Std. Deviation	N
Job_position	2.55	1.231	110
Education_Level	4.15	.593	110
Uni_degree	1.19	.395	110
Job_related_certificates	2.17	1.520	110
Seminar	3.59	3.910	110

##### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.790	4	6.448	4.854	.001 <sup>a</sup>
	Residual	139.483	105	1.328		
	Total	165.273	109			

a. Predictors: (Constant), Seminar, Education\_Level, Uni\_degree, Job\_related\_certificates

b. Dependent Variable: Job\_position

**Table 5 Model 3 Summary****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395 <sup>a</sup>	.156	.124	1.153

a. Predictors: (Constant), Seminar, Education\_Level, Uni\_degree, Job\_related\_certificates

**Table 6 Coefficients of Model 3****Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.071	.871		1.231	.221
	Education_Level	.034	.187	.016	.183	.856
	Uni_degree	.644	.281	.207	2.290	.024
	Job_related_certificates	.246	.081	.304	3.038	.003
	Seminar	.008	.031	.027	.267	.790

a. Dependent Variable: Job\_position

A regression analysis was conducted to find out whether people's job positions is affected by educational level, University degree, Job-related certificates and Seminar attended. The table 5 shows that the correlation between dependent variable (Job positions) and Education factors as independent variables (educational level, University degree, Job-related certificates and Seminar attended) is positive (0.395) with stronger correlation as compared to Job offers as

dependent variables and education factors as independent variables ( $R=0.377$ ). However, it is still not a good model since only 12, 4% of job positions is related to independent variables (educational level, University degree, Job-related certificates and Seminar). Nevertheless, the significance of .001 reflects the possibility of this model that job positions of an individual can also be explained by educational level, University degree, job related certificates and number of seminar attended

From the Coefficients presented in Table 6, the final model is drawn. This is represented by:

$$\text{Job positions} = 1.071 + .644(\text{University Degree}) + .246 (\text{Job Related Certificates})$$

Where:

- University Degree  $p=.024$
- Job related certificates  $p=.003$

#### 4.6 MODEL 4: Job positions (dependent variable) & Experience (independent variable)

##### Descriptive Statistics

	Mean	Std. Deviation	N
Job_position	2.55	1.231	110
Work_related_training	1.77	1.332	110
Part_time_job	2.12	1.641	110
Working_time	2.85	1.852	110

##### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.232	3	1.744	1.155	.331 <sup>a</sup>
	Residual	160.041	106	1.510		
	Total	165.273	109			

a. Predictors: (Constant), Working\_time, Part\_time\_job, Work\_related\_training

b. Dependent Variable: Job\_position

**Table 7 Model 4 Summary**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178 <sup>a</sup>	.032	.004	1.229

a. Predictors: (Constant), Working\_time, Part\_time\_job, Work\_related\_training

**Table 8 Coefficients of Model 4**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.082	.286		7.276	.000
Work_related_training	.107	.091	.116	1.172	.244
Part_time_job	.047	.073	.063	.646	.519
Working_time	.061	.065	.092	.938	.350

a. Dependent Variable: Job\_position

A regression analysis was conducted to find out whether people's job positions is affected by work related trainings, part-time job and working time or not. The summary of this model presented in table 7 shows that the correlation between dependent variable (Job positions) and independent variables including work related training, part-time job and working time is positive (0.178) although it is a bad model with very loose correlation between dependent and

independent variables since only 0.4% of dependent variable has correlation to independent variables. The significance of the whole model at 0.331, much higher than significant level of this study at 5%, proves the insignificance of this model that job positions cannot be explained by any independent variables (work related training, part-time job and working time) belonging to Experience.

From the Coefficients Table (table 8), job positions is not affected by any factors among three factors work related training, part-time job and working time of Experience (independent variable) and the final model cannot be drawn also since this model will be rejected (Significant level is higher than .05).

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

This final part purpose to answer the research question “Combining job offers and job positions together to represent employability, which factor among two factors academic qualification and experience have more significant impact on employability together?”. Results will be reviewed and comparison of different models will be made in order to come up with the most appropriate conclusion. The result revision is presented as below:

**Table 9 Summary of Statistic Results**

		<b>R</b>	<b>Adjusted R Square</b>	<b>Sig.</b>
<b>Job offers</b>	<b>Model 1</b>	.377	.109	.003
	<b>Model 2</b>	.384	.124	.001
<b>Job positions</b>	<b>Model 3</b>	.395	.124	.001
	<b>Model 4</b>	.178	.004	.331 (rejected)

As can be seen in Table 13, the questions of this study are answered as:

- Model 1: Number of job offers is affected by two factors of Academic Qualification consisting of Educational level and Number of seminars attended.
- Model 2: All three variables of Experience (Work related training, Part-time Job and Working time) have impact on the number of job offers.



- Model 3: Job positions is affected by only University Degree and Job related certificates that belong to Academic Qualification out of four factors Educational Level, University Degree, Job related Certificates and Number of Seminars attended.
- Model 4: This model is rejected and reflects the fact that Experience has no impact on Job positions.

Model 2 shows more significant influence on Job offers than Model 1 does. It clarifies that Experience affects Job offers more intensively than Academic Qualification although both Independent Variables (Experiences and Academic Qualification) have impact on Job offers.

In addition, Job positions can be explained by Model 3 only. It proves that Education has major impact on Job positions of individual. Due to the chosen significant level at 5%, Model 4 with significant level at 33% is rejected and so Experience has no influence on Job positions.

Employability in this research consists of Job offers and Job positions. Based on conclusion of both Job offers and Job positions above, Employability is affected by two independent variables (Academic Qualification and Experience) but both Academic Qualification and Work Experience have slight effect on Employability and neither Academic Qualification nor Experience have more significant impact on employability in Danang than the other factor does.

This finding reflects the fact that employability is affected not only by listed factors belonging to Academic Qualification (Education Level, Public and Private University, Seminars attended and Job Related Certificates) and Experience (Part-time Jobs, Training, and Working times) but also by other relevant factors not included in this study. For instances, Years of Schooling, School Ranking, Probationary, etc are other factors belonging to Academic Qualification and Experience that have not included in this research but people should consider these factors also.

On the other hand, employability in Danang may also be affected by other independent variables such as demography (gender, age, etc.), people's self-awareness on employability, external factors (economic situation, trend of job, etc.), relationship, and employer perspective;

aside from Academic Qualification and Experience. Furthermore, the employability of an individual is impacted by the specific industry that a person wants to work in, simultaneously by the perspectives and requirements of labour market at a certain period of time.

The findings of this study thus provide the familiar conclusion with previous research models and theories discussed in theoretical framework and literature review that employability is not always constant or affected by some certain independent variables. Employability is defined by various factors belonging to two main phases: Personal Characteristics and External Factors.

## **5.2 Recommendation**

Based on the previous chapters and conclusion on this study's findings, the recommendations are made as follow:

To get more job offers, people should focus on obtaining as higher educational level as possible, especially when having higher education certificates (Master or Ph.D) can be considered as the trend for getting a good job in Danang. Moreover, people should also increase the number of seminars they attend in order to have more job offers.

Besides Academic Qualification, Experience can also help people in Danang to have more job offers. Getting many part-time jobs during school years or even after graduation and taking as many work related trainings as possible simultaneously having long time of working can bring people in Danang more job offers for their experience.

An expected job positions can be achieved by having good University Degree and obtaining many job related certificates. People should put effort to be accepted to high ranked Universities in Vietnam or in Danang in order to have more job offers after graduation.

*Further recommendations:*

According to Crebert et al. (2004), there is more and more increasingly significant for graduates

to be able to apply the knowledge and skills learned (management skill, analytical skill, communication skill, etc) in higher education institutions to the workforce. Therefore, in order to enhance their employability, employees should improve their own current abilities attained from both work experience and education. Companies should pay more attention to both qualification and experience so that they could be more objective in offering jobs to people in Danang.

The potential labour market in Danang is about working with people in service sector and so interpersonal skills should be obtained and continuously enhanced while catching up with the demands of labour market and people's own abilities at that time period. Employee should find the most appropriate and suitable ways by themselves to build up and improve employability since only they can understand most clearly their career goals and their own existing capabilities instead of waiting for being educated or experienced to attain skills other people offer to them.

Recommendations for other related parties to employment market and employability can also be made. The academic education systems should give proper guidelines on preparing and improving employability, based on specific fields/industries and time when learners are searching for a job. Moreover, the companies should provide workshops, trainings to support worker for enhance their learning outcomes in their courses.

Employee need to consider the external factors, especially demands of employment market in order to prepare the qualities needed to maintain being employable and perform good in the workplace.

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