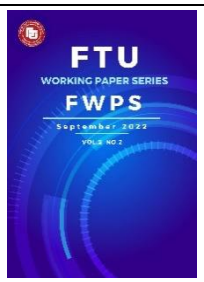

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CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN Ý ĐỊNH LỰA CHỌN NGHỀ NGHIỆP CỦA SINH VIÊN THÀNH PHỐ HỒ CHÍ MINH

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Tóm tắt

Bài báo phân tích các yếu tố ảnh hưởng đến ý định lựa chọn nghề nghiệp: cơ hội nghề nghiệp, ảnh hưởng của những người xung quanh, thu nhập và phúc lợi, cơ hội phát triển bản thân, đam mê, các rủi ro của công việc, và môi trường sống và làm việc. Sau khi phân tích dữ liệu của 212 sinh viên đại học ở Thành Phố Hồ Chí Minh, nghiên cứu chỉ ra rằng thu nhập và phúc lợi, cơ hội phát triển bản thân và đam mê là ba yếu tố ảnh hưởng đến ý định lựa chọn của sinh viên Thành Phố Hồ Chí Minh. Kết quả của nghiên cứu nhất quán với lý thuyết lựa chọn nghề nghiệp của Holland về việc người lao động có xu hướng chọn vai trò công việc họ ưa thích và có khả năng sử dụng và luyện tập những kĩ năng và kiến thức của họ. Bên cạnh đó, nghiên cứu còn khẳng định thêm về khái niệm phát triển bản thân của Super về giai đoạn Khám phá (từ 15 đến 24 tuổi) cho việc học và định hướng nghề nghiệp. Ngoài ra, nghiên cứu còn đề xuất rằng sinh viên nên tham gia những buổi định hướng nghề nghiệp, những hội thảo chuyên sâu về chuyên ngành, tích lũy nhiều kinh nghiệm thực tập ở ngành nghề họ yêu thích để tăng hiệu quả tìm kiếm và lựa chọn nghề nghiệp.

Từ khóa: Ý định nghề nghiệp, lựa chọn nghề nghiệp, sinh viên, Thành Phố Hồ Chí Minh

FACTORS AFFECTING CAREER CHOICE OF UNIVERSITY STUDENTS IN HO CHI MINH CITY

Abstract

This research examines career intention factors as: job opportunities, influences of people around, income and benefits, personal development chances, passion, risks at work, and living and working environment. After analyzing 212 samples from Hochiminh city university students, the study points out the factors that affect the career intention of Hochiminh city university students are income and benefits, personal development chances and passion. The

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finding is consistent with Holland's theory of career choice about choosing where people enjoy their roles and having chances to use and practice their skills and knowledge. Besides, research shows that Super's self-development concepts choose the stage Exploration (15-24 years old) for learning and career orientation is appropriate. Moreover, it recommends that students participate in career orientation sessions, specialized seminars, and internship experiences in their favourite industries to improve the efficiency of students' job search and selection.

Keywords: career intention, career choice, student, Hochiminh city

1. Introduction

Employment significantly impacts society because it affects the quality of life and the crime rate, in which the employment issue of new graduates is always concerned. Specifically, according to the Institute of Labor and Social Sciences (Ministry of Labour, Invalids and Social Affairs), as of the first quarter of 2019, unemployed people with university degrees were more than 65,000, 52,700 people with intermediate education. The university is more than 180,000 people. According to statistics from the Vietnam Chamber of Commerce and Industry (VCCI - Ministry of Industry and Trade), every year, the percentage of new graduates who do not have a specific career intention is 38%, and 60% of graduates work in different field of their major, while the source of high-quality labour is not enough to meet the needs of enterprises (Doan, 2022).

Contrary to the unemployment of students, there is a shortage of human resources in enterprises. The cause of this paradox comes from the fact that students may not meet businesses' recruitment and professional requirements. Therefore, students should develop their career paths and accumulate knowledge and skills for future work. Thus, it is necessary to identify the factors that influence the career intention for policymakers to create policies to regulate the supply and demand of the labor market. In addition, the study also points out the factors that attract human resources for businesses and provides factors for students to consider when designing career paths.

2. Literature review

2.1. Related concepts

Occupation is a job done to live and serve society (Nguyen & Luong, 2018). Besides, occupation is employment for a long time. The shortest period is a few months, and the longest is a lifetime.

Career choice is based on self-awareness and social factors to choose a suitable career for long-term work. Deciding on a career needs to be deliberate as there is an opportunity cost. Therefore, people will have career intentions, significantly influencing the labour market.

Job opportunities are chances of being employed (Collins Dictionary, n.d.). Besides, job opportunities also mean the ability to be promoted to higher career positions, or get chances to work at different positions.

Influences of people around are the mindset, thinking, lifestyles, career paths, or social positions of students' parents, siblings, relatives, friends, and neighbors, which affect their career intentions.

Income and benefits are also called compensations and benefits (or C&B). Income is direct payments for employees' performance, while benefits are indirect payments (Wooll, 2022).

Personal development chances are opportunities for students to develop professional skills, communication skills, individual traits, and social positions.

Passion is a strong feeling of people to work. They can feel happy when they are working and eager to work efficiently and research further about those professions.

Risks at work are risks that people may deal with when they are working, such as safety risks in the construction field or legal risks when they work in highly responsible positions.

The living and working environment are where students live, which can be near or far from the workplace. Far commuting can disturb workers or someone who wants to work abroad to experience life or stay close to care for their families. Besides, working environments are critical because the fun, supportive environment, friendly colleagues, corporate culture and facilities also affect career choices.

2.2. Related theories

Super's evolving self-concept theory of occupational behavior (1988) argues about the maturity in career choice, which is related or not related to the chronological age in which they could go through transitions in career. Maturity is based on professional interests and competencies and personal life situations that change due to time and experience. Super divided career development into five stages: Growth (birth to 14 years old), Exploration (15-24 years old), Establishment (25-44 years old), Maintenance (45-64 years old), and Decline (65 years old above). Rizal et al. (2021) utilized this theory in research students' time because it is the period to develop skills, needs, potential and self-concept for deciding whether it is final or not.

John Holland's Theory of Career Choice (RIASEC) states the environment where employees want to work. People tend to work with those who share the same work interests, and they can use their knowledge and skills, show their values and traits, deal with enjoyable problems and enjoy their roles at work. Behaviour is determined by the interaction between personality and environment as Holland focuses on the concept that most people fit into one of six personality types: Realistic, Investigate, Artistic, Social, Enterprising and Conventional (Holland, 1997). Aspects of six personalities positively relate to creativity and innovation (Sharif, 2017). Both researchers and practitioners can apply this study to analyze the correlation between personality types and differences; however, further development is needed regarding consistency and development between personalities (Hartmann et al., 2021).

Hotchkiss, Black, Campbell & Garcia Jr (1979) evaluated Super's view of career development as a theory about the match between career maturity stages and self-concept. It focuses only on personal perspectives such as prestige and earnings, while Holland's theory of career choice analyses the effect of social perspective. The latter shows the connection between the roles of individuals and the working environment. From the two theories, the question arises about how the combination of career age, personal concepts, and social assignment and connections affects students' career intentions.

3. Research question

How does the two theories' perspective affect Hochiminh city university's career intentions?

4. Research hypothesis

4.1. Job opportunities

Opportunity can influence how students perceive their future in terms of the reasonable probability of a future in particular career fields (Borchert, 2002). Therefore, career opportunities, job stability and chances to advance in the industry directly affect students' intention to choose a career. Besides, this is a positive relationship because the higher the career opportunity, the greater the intention to choose.

Hypothesis H1: Job opportunity has a positive relationship with career intention

4.2. Influence of people around

According to Borchert (2002), someone in the student's life may have made a significant impact or impression, leading to a particular career choice: the parent's educational background, family business and working tradition, such as doctors and politicians. Besides, students may admire their relatives who is outstanding with their jobs, so they may want to follow their relatives' paths. Moreover, friends do affect as they may share the same hobbies and dreams and want to work together in the future. In the study of Nguyen & Luong (2018), the family influence factor was introduced, indicating that students tend to keep family traditions when choosing a career and utilizing advantages from the occupation of parents, such as knowledge or experiences, or acquaintances in their family influence factor. Therefore, the thoughts, work, and lifestyle of those around impact the career intentions of university students. However, this impact can also be negative or positive, such as the fact that some families force their children to follow the family's traditional profession. Moreover, because of the negative influence of the people around them, students choose an inaccurate path.

Hypothesis H2: People's influence can positively or negatively affect career intentions.

4.3. Income and benefits

In the study of Quadri (2018), the income factor affects the career intention of the research subjects. Besides, Douglas & Shepherd (2002) studied the relationship between career choice and people's attitudes about income. Besides, according to Maslow's hierarchy of needs (1943), the most basic need is eating, dressing and ensuring safety as income and benefits can ensure employees about food and clothes while benefits can bring health insurance. Therefore, income and benefits will have a positive impact on career intention.

Hypothesis H3: Income and welfare positively affect career intention.

4.4. Chances for personal development

According to Quadri (2018), the factor of intellectual development ability affects the intention to choose a career for librarians. After meeting the basic needs in Maslow's hierarchy of needs (1943), employees will work towards self-improvement. As a result, a job that can develop professionalism, work skills and cognitive development will be what students aim for. Therefore, chances for personal development will positively impact career intention.

Hypothesis H4: The personal development chances have a positive effect on career intention

4.5. Passion

Regarding career choice, Mauser & Schwartz (1970) argue that many people do not overthink the type of career they want due to a career or a profession for which they lack interest and ability. They pointed out that the findings of career choice bias are often too late and not prioritized when research subjects need to deal with financial burdens and family challenges which makes them concerned and suffer from job dissatisfaction all their lives. Nguyen & Luong (2018) have mentioned the student's factors, in which the author has separated capacity and forte; dreams and ideals turn into passion and love factors with observations such as: choosing a job based on dreams, having more information and experience, stronger career intentions. Based on the above points of view, passion significantly impacts the intention to choose a career because students will spend most of the day working. Therefore, choosing a job they love will bring joy, excitement and eagerness to work effectively.

Hypothesis H5: Passion has a positive relationship with career intention

4.6. Risks at work

According to Douglas & Shepherd (2002), attitude to risk influences career intention. These risks come not only in danger to life and health but also in legal. According to Maslow's hierarchy of needs (1943), the need for security is a basic need. Therefore, students will tend to want to choose jobs with less risk to health, and life. However, this can change if the job has an attractive salary, benefits and high safety insurance policies. On the other hand, for some workers who have fully met the basic requirements, the risks at work will negatively affect career intentions.

Hypothesis H6: The job risk has a negative relationship with career intention.

4.7. Living and working environment

According to Borchert (2012), environmental factors affect career intention. Environmental factors can be divided into working and living. According to Holland's career choice theory (1997), people want to work where there are many people with similar career interests. In addition, corporate culture and working environment will significantly affect employees to work effectively for a long time. In addition, living environments also affect career intentions. People living in high-income areas tend to do intellectual rather than manual work. Lifestyle and distance of commuting work also significantly affect career intentions as some workers want to find opportunities to work abroad to find opportunities or experience life. In contrast, others want to work in their hometown or close to home to care for their family.

Hypothesis H7: The living and working environment positively affects career intention.

5. Materials and methods

5.1. Research progress

The author conducts the research through seven main steps: 1) building a research model; 2) scale designing; 3) developing a questionnaire; 4) determining sample size; 5) collecting data; 6) data analysis and processing; 7) proposing solutions.

5.2. Sampling method

The subject is a student at a university in Ho Chi Minh City. The author uses a non-random, convenience sampling method (based on the convenience and accessibility of the object).

5.3. Determining sample size and collecting data

According to Harris (2001), the number of independent variables plus at least 50 is the appropriate sample size for multivariate regression. Hair et al. (1998) argued that the minimum sample size should be five observations for one independent variable, that is 5:1 ratio, and the minimum sample size should be between 100 and 150. The research model includes seven independent factors with 21 observed variables and one dependent variable with three observed variables, so the sample size to be selected should be 120 or more. Therefore, the author intends to distribute 250 questionnaires to ensure the sample's representativeness during the research.

Two hundred fifty online questionnaires were sent to the participants in April. The survey was conducted online due to social distancing from the COVID-19 epidemic. During the two weeks of the survey, the results obtained were 214 samples, of which two pieces were invalid (because the subjects were not students in HCMC). So the number of samples left to include in the analysis is 212.

6. Results

6.1. Descriptive statistics

The survey results of students studying and working at different universities in Ho Chi Minh City obtained 212 valid survey answers, and the individuals participating in the survey with many different demographic characteristics are clearly shown in the table.

Table 1. Descriptive statistics of demographic factors

Demographic factors	Features	Frequency	Percentage
Gender	Male	92	43.4%
	Female	120	56.6%
Age	From 18 to 22 years old	192	90.6%
	From 23 to 26 years old	13	6.1%
	Over 26 years old	7	3.3%
Plan to work in the major	Yes	138	65.1%
	No	21	9.9%
	Thinking	53	25%

Source: Results from SPSS

The proportion of men and women in the survey do not show a vast difference as 56.6% is female and 43.4% is male, so it does not reflect the difference when choosing a career between the two genders in these samples. Besides, the most percentage of the respondents is about 18 to 22 years old (90.6%) so the research reflects the career intentions of students who

study directly to college but unclearly on two other aged groups who attend university at an older age, or accumulate second degree, attend graduate schools or worked in the age group of 23 to 26 (6.1%) and 26 years old or older (3.3%).

6.2. Check the reliability of the scale.

Through Cronbach's Alpha test for eight variables (seven independent variables and one dependent variable), job opportunity, effects of people around, living and working environment are eliminated due to Cronbach's Alpha coefficient less than 0.6. In the case of the variable Ability for personal development, type the observed variable PT04. Cronbach's Alpha coefficient of personal development chances when keeping four variables unchanged is 71.3%, while in the observed variable PT04, the coefficient increased to 77.5% is significant. All the remaining factors (4 independent and one dependent variable) have Cronbach's Alpha coefficients greater than 0.6.

The observed variables (except for the observed variables that have been eliminated with the independent variable and the observed variable PT04) all have a suitable total correlation coefficient (Corrected Item – Total Correlation > 0.3). Therefore, the remaining 15 observed variables belonging to 5 factors meet the criteria and ensure reliability, so they should be used to perform the following steps of analysis.

6.3. Factor analysis

According to Hair et al. (1998, 111), Exploratory Factor Analysis (EFA) is a statistical analysis method used to reduce many observable variables into groups of factors to make more sense but still contain most of the information content of the original variable.

In the Synthesis of coefficients in Exploratory Factor Analysis (EFA) (appendix), the Eigenvalue reached 1.259 > 1, and the model was statistically significant. Besides, the extracted variance is 69.545% > 50%. Thus, the values when analyzing exploratory factors all meet the set conditions. The extracted variance is 69.545%, which means that the four factors of the model explain 66.744% of the variation of the collected data.

Synthesis of the rotation matrix of the factors (appendix) shows the results of factor rotation of 12 observed variables around four different groups of factors. Factor Loading coefficients all meet the set conditions that must be ≥ 0.5. Besides, the results of the rotation matrix show that the observed variables included in the study for each group of factors revolve around that same group of factors. Therefore, the relationship between the independent and dependent variables ensures reliability when included in the model.

Through analysis of the rotation matrix, the author summarizes four factors that affect students' intention to choose a career, specifically as follows:

- Factor group 1 includes PT01, PT02, and PT03.

- Factor group 2 includes TN01, TN02, and TN03.

- Factor group 3 includes DM01, DM02, and DM03.

- Factor group 4 includes RR01, RR02, and RR03.

6.4. Correlation analysis

To test the correlation between the independent and dependent variables by Pearson correlation analysis, we first need to check the condition that Sig < 0.05 for the correlation to be significant or, in other words, reject the null hypothesis. Null hypothesis: there is no linear relationship between the two variables. Conversely, if Sig ≥ 0.05, we will accept the null hypothesis, and that variable will be excluded from the model because there is no correlation. If a linear relationship exists after the validation analysis, the correlation coefficient r will be used to measure the degree of correlation in the linear relationship.

After analyzing the relationship of each independent variable with the dependent variable, the results show that the Sig values of the independent variables are all < 0.05 except for the risk variable, whose Sig is 0.09. Therefore, the null hypothesis is rejected and determined that each independent variable has a linear correlation with the TN, PT, and DM dependent variables. The null hypothesis is accepted with the variable RR, from which we will eliminate the variable RR. In addition, the correlation coefficient r of YD, TN, PT, and DM with the dependent variable is in the range of 0.32 to 0.63. Specifically, the correlation coefficient reached the highest value with 0.626 between the intention to choose a career and the passion variable, and the lowest value was 0.32 with the income variable.

The results also show that the Sig values are all < 0.05, so there is a linear correlation between the independent variables. The correlation coefficient r among the independent variables is also distributed mainly in the range from 0.2 to 0.4; it can be seen that the correlation is quite strong between these variables. Therefore, paying attention to multicollinearity in the regression step is necessary.

Thus, the Pearson correlation analysis results show a linear relationship between the independent and dependent variables. This is the basis to continue moving to linear regression analysis to check the linear relationship between the independent variable and the dependent variable placed in the population and thereby measure the correlation.

Table 2. Pearson correlation analysis

Factor		**YD**	**TN**	**PT**	**DM**	**RR**
YD	*r*	1	0.320	0.436	0.626	0.117
	sig		0.000	0.000	0.000	0.090
TN	*r*	0.320	1	0.301	0.283	-0.063
	sig	0.000		0.000	0.000	0.363
PT	*r*	0.436	0.301	1	0.400	0.132
	sig	0.000	0.000		0.000	0.056
DM	*r*	0.626	0.283	0.400	1	0.000
	sig	0.000	0.000	0.000		0.999
RR	*r*	0.117	-0.063	0.132	0.000	1
	sig	0.090	0.363	0.056	0.999	

Source: SPSS

7. Multivariate regression analysis

Hypothesis testing on the appropriateness of the research model

Table 3. Summary of regression results

Model	R	R^2	Adjusted R^2	Forecast error	Sig F
1	0.667	0.445	0.437	0.59461	0.000

Source: SPSS

Sig coefficient in F test is used in linear regression analysis to identify the reliability of null hypothesis: multiple linear regression model does not fit the data set. For the model to be statistically significant, Sig < 0.05 is required. Based on the results, it is clear that the Sig F coefficient is 0.000 < 0.05, so the rejection of null hypothesis is correct, and the model has statistical significance. The word we determine is that the multiple linear regression model fits the data set and is usable.

From the above results, it can be seen that the suitability of the overall model, but to understand how suitable the linear regression model built on the sample data is, it needs a specific measure (Hoang & Chu, 2008). In the article, the author uses the adjusted R^2 coefficient to check more closely. The closer the adjusted R^2 is to 1, the more suitable the model is, and the closer the adjusted R^2 goes to 0, the less suitable the model is. Based on the analysis results, the adjusted R^2 coefficient reached the value of 0.437, reflecting the significance of 43.7% of the variation of the dependent variable on the intention to choose a career of students in Ho Chi Minh City, which is explained by the following methods. The independent variable in the model. The remaining 57.3% is due to errors due to other factors that the author has not found. With this value, the model's fit is accepted at the author's level.

Test the research hypothesis

Table 4. Regression coefficient

Paradigm		Unnormalized coefficient β		Normalized coefficient β	t	Sig	Multicollinearity	
		β	Standard error				Tolerance	VIF
first	Constant	0.842	0.294		2,870	0.005		
	TN	0.116	0.055	0.116	2.099	0.037	0.878	1.139
	PT	0.235	0.069	0.195	3.385	0.001	0.802	1.248
	DM	0.457	0.051	0.515	8,978	0.000	0.811	1.233

Source: SPSS

The Sig coefficient of the t-test is used to test the significance of the regression coefficient.

Each independent variable will correspond to a regression coefficient. If the t-test Sig of an independent variable has a value < 0.05, then the independent variable being tested impacts the dependent variable. Based on the analysis results of the Coefficients table, the Sig value of each independent variable in the model is < 0.05, consistent with the set conditions. Thus, the independent variables included in the model impact the dependent variable.

In addition, according to the analysis results, it can be seen that the variance exaggeration factor (VIF) reaches a value < 2. It shows no multicollinearity phenomenon occurring with each independent variable in the model and the variables. These independent variables are valid to explain the variation of the dependent variable.

After verifying that the independent variable impacts students' intention to choose a career in Ho Chi Minh City, the author continues to use normalized β in the Coefficients table to test specifically the impact of each Independent variable. The specific values of the normalized coefficient β are explicitly shown in the linear regression equation as follows:

YD = 0.116 x TN+ 0.195 x PT + 0.515 x DM

Interpretation of the meaning of the equation is:

Intention to choose a career = 0.116 x income + 0.195 x development ability + 0.515 x passion

Firstly, the regression coefficients β of each independent variable have positive values. That means that the independent variables positively impact the research model's dependent variable. Second, each independent variable's regression coefficient shows that the factors' impact is different.

The standardized β coefficient of the passion factor reached the highest value of 0.515. When other factors are constant, increasing the value of the passion factor by one will increase the student's career choice decision by 0.515 units.

Moreover, the normalized β coefficient of income is weighted 0.116. When other factors are constant, increasing the value of the income factor by one will increase the student's intention to choose a career by 0.232 units.

Finally, the income factor has the weakest impact on the intention to choose a career, with a normalized coefficient β of 0.114.

Thus, three independent variables in the research model positively impact the dependent variable. The passion factor substantially impacts the intention to choose a career, with the coefficient β = 0.515. This is considered the most critical factor in promoting students' career choices.

Check the assumption about the linear relationship

The author uses a scatterplot to test this assumption with two normalized quantities shown on the vertical and horizontal axes as residuals and predicted values, respectively. According to Hoang & Chu (2008), the assumption of linear relationship and variance is considered appropriate when there is no relationship between the predicted value and the residual. The

points are very scattered. Randomly, in a surrounding area that passes through the zero coordinate but does not form a specific shape.

Based on the graph compiled from SPSS, the residuals are scattered randomly around a line passing through the zero coordinate. Thus, the assumption of a constant linear relationship is not violated.

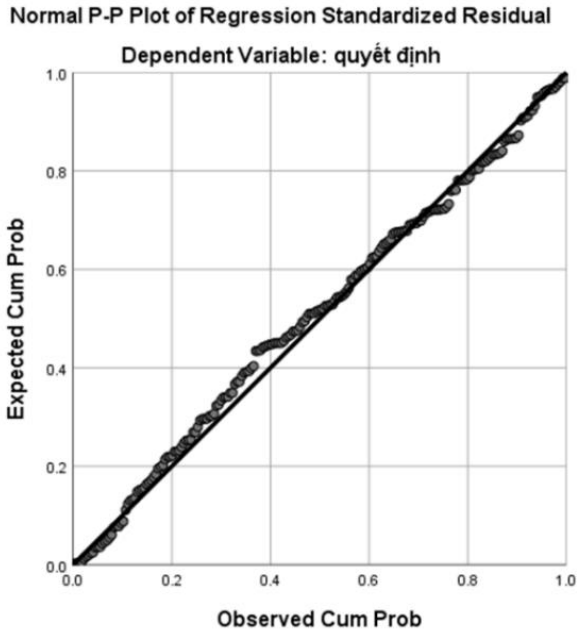

Figure 1. Scatterplot diagram

Source: SPSS

Test assumptions about normal distribution and residuals

The residuals may not follow the normal distribution, which may be due to the incorrect use of the model, the number of residuals is not large enough for analysis, and the variance is not constant (Hoang & Chu, 2008). From the SPSS analysis, the histogram consists of the variable normal distribution curve superimposed on the frequency histogram. The graph shows the overall mean Mean = -3.74×10^{-15} (closer to 0) and the 259hêm259ard deviation Std. Dev. = 0.993 (closer to 1). Thus, the assumption of normal distribution and residuals is considered appropriate, not violated.

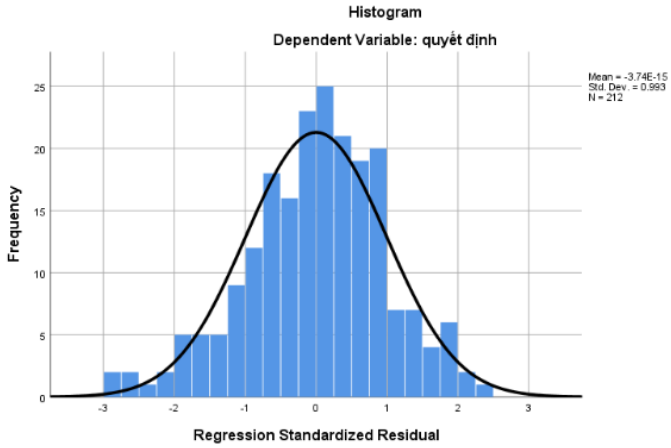

Figure 2. Histogram graph

Source: SPSS

Test the assumption that there is no correlation between the independent variables

Based on the results previously analyzed in the Coefficients table, most factors' VIF (Variance Inflation Factor) is less than 2. Therefore, it can be seen that there is no multicollinearity with the coefficients—each independent variable. Thus, the assumption of no correlation between the independent variables is considered appropriate.

8. Discussion

Based on theoretical foundations and related research models such as the Career Selection Process of Blau, Gustad, Jessor, Parnes, & Wilcock (1956), the model of factors affecting career choice is the model of librarian career Quadri (2018), the author has built a research model on factors affecting career choice of students and workers in Ho Chi Minh City. Model approaching research object in the form of measuring the factors affecting the intention to choose a career. The scales are built from the scale of reference research models and have been modified and supplemented through preliminary research to be suitable. Through the process of surveying, collecting and analyzing data, the author found the regression equation of the study as follows:

$$\mathbf{YD = 0.116 \times TN + 0.195 \times PT + 0.515 \times DM}$$

In which YD is the intention to choose a career, TN is income and welfare, PT is the ability to develop personally, and DM is passion and love.

The regression equation results show that income and benefits influence career intention with a regression coefficient of 0.116. The trend of socio-economic development, which significantly impacts current career intentions, is an essential element in career intentions. People with job needs are increasingly interested in socio-economic development and often choose hot occupations, with many job opportunities and high promises in salary and bonus.

Personal development chances are the second most important factor affecting students' intention to choose a career, with a regression coefficient of 0.195. As Viet Nam is developing

and integrating with the world, there are new jobs, and the outdated ones may be eliminated. Students need to clearly understand the growth potential of the job they love and the development ability of that profession, thereby anticipating the development trend of society. Understanding the job's potential also helps students make a suitable study plan to know that the job needs in the present and the future.

Passion is the most important factor affecting students' intention to choose a career, with a regression coefficient of 0.515. It can be seen that the majority of students today choose to study and work according to their passion. There is a lot of pressure in life, so many people worry about making a living. Finally, passion will be one of the factors that help them stay connected with the work we have chosen.

8.1. Practical contribution:

Based on research findings, it is necessary for enterprises to consider offering more attractive salaries and remuneration for high-quality labor groups. The phenomenon of students who want to go abroad to career or work for foreign businesses is due to the salary and benefits that attract the reputation of these companies. In addition, when the salary and remuneration meet the needs of living like Maslow's hierarchy of needs (1943), students will aim to develop themselves by learning and accumulating more knowledge and experience. This is being used to recruit talents, but many students are still worried about the ability to develop and promote at work. With a simple job, but only to work similarly, no improvement can lead to a regression of eagerness and creativity. Therefore, people will consider the ability to learn and gain experience so that their ability will develop. Furthermore, the investment in human resources is also helpful for the development of the business, but the training cost is also a remarkable amount besides binding employees to continue to contribute after receiving training.

Finally, as the study emphasized that investing in passion can be nourished from a young age and early orientation, schools and parents need to pay attention to understanding their children's dreams and interests and give 261hêm early experience. This can be done early, such as by visiting high-tech centres such as Artificial Intelligence Center at Hochiminh City National University or coming to play at career-oriented play spots. Thanks to this passion, the industry will grow, and businesses will attract high-quality human resources and help quickly develop the country's industry. These will limit depression leading to the quitting of some students.

8.2. Theoretical contribution:

The age group of the study is 18-22, 22-26, 26 years old and older, and these two age groups fall within two stages of Exploration (15-24 years old) and Establishment (25-44 years old) of Super self-development concepts (1988). The adjustment in career orientation is still taking place when 9.9% are not planning to pursue a job in the field of their major while 25% are considering making a decision. 90.6% of respondents are 18-22, proving that this is the age to explore self-concept as in Donald Super's theory. In addition, this university student time is a more experiential period than the Growth stage (birth-14 years old), only learning about interests, needs, developing attitudes and overview of work in theory by Super (1988).

Regarding Holland's (1997) theory of career choice, two essential factors have been shown that students tend to choose places where they have the potential to use skills and knowledge for work and develop experience working with like-minded people. Besides, choosing a role and dealing with enjoyable issues in Holland's theory is also proven to show passion for the profession in this research.

9. Conclusion

According to the research, the key factors significantly influence the intention to choose a career of students in Ho Chi Minh City have been developed and verified. Based on the survey results, it was evident that learners pay much attention to job opportunities, the influence of people around, income and welfare, ability to develop themselves, passion and interests, risks in work, and living and working environment. However, after verifying the scale and analyzing the factors, three main factors are important in choosing a career for students in Ho Chi Minh City: income, welfare, and development ability. Personal development, passion and career risk. Besides, schools and society should pay more attention to organizing career orientation weeks. They should also organize learning job application skills and understanding know about the benefits when working, practice experiencing many positions, jobs to have a more comprehensive view of some jobs that students may not have liked before and learn.

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Appendix

Table 5. Synthesis of coefficients in Exploratory Factor Analysis (EFA)

Factors	Value
KMO (Kaiser- Meyer- Holkin) coefficient	0.728
Sig	0.000
Eigenvalue	1.259
Average Variance Extracted	69.545%

Source: SPSS

Table 6. Synthesis of the rotation matrix of the factors

Observable variances	Factors			
	1	2	3	4
TN01		0.810		
TN02		0.856		
TN03		0.788		
PT01	0.762			
PT02	0.839			
PT03	0.773			
DM01			0.778	
DM02			0.801	
DM03			0.772	
RR01				0.715
RR02				0.852
RR03				0.859

Source: SPSS