Factors Affecting Undergraduate's Employability In Hanoi, Vietnam

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Abstract:
Purpose - *The purpose of this article is to examine the influencing factors on employability of undergraduate students in Hanoi. This study also investigates the moderating effect of "Emotional Intelligence" on the relationship between "Soft Skills" and employability of undergraduate students as well as "RAIA Awareness" and employability of undergraduate students.*
Design/methodology/approach *- The study employs a mixed-methods approach to test the hypotheses. 406 undergraduate students participated in an online survey regarding the factors that may influence their employment prospects, and 10 experts were interviewed extensively to provide conclusions for the study.*
Findings *- The results show that Technical Skills, Soft Skills, Social Mobility skills, and RAIA Awareness have positive effects on employability of undergraduates in some universities in Hanoi. The study also reveals that the "Emotional Intelligence" variable acts as a positive moderating factor in the relationship between "Soft Skills" and "RAIA Awareness" on undergraduates' employability.*
Research limitations - *The study conducted the survey and data processing by approaching 406 undergraduate university students in Hanoi. The survey sample should be conducted on a larger scale, with increased diversity in fields of study and the number of universities surveyed.*
Practical implications *- These findings provide further evidence of the employment prospects for undergraduate students. Based on these results, university administrators, policymakers, teachers, and students can benefit from the insights related to student preparedness for the globally competitive job market.*
Originality/value *- The findings of this study aim to contribute to the skill development of undergraduate students in developing countries, with the objective of improving their employability and reducing the unemployment rate among graduate students. The article also examines a new influencing factor called "RAIA awareness" on the employability of university students. Additionally, the research confirms the moderating role of "Emotional Intelligence" in the relationship between "Soft skills" and "RAIA awareness" concerning students' employability.*
Key Word: *Employability, undergraduate student, RAIA awareness, emotional intelligence*

I. Introduction

The world is currently undergoing a transition from the industrial age to the information and communication age, often referred to as the knowledge-based economy. This means there is a higher demand for knowledge and an increased need to enhance the workforce to meet the requirements of the knowledge-based economy (Nam Nguyen, 2022). Consequently, there is a higher level of competition among workers, especially for those who are new to the job market, such as undergraduate students or freshly graduated students. In fact, several studies have identified the reasons why the job market for students is highly competitive and challenging. Pitan & Adedeji (2012) asserted that there is a mismatch between the recruitment needs of businesses and the skills, knowledge, and experience of undergraduate students. Additionally, in recent times, the recruitment requirements of businesses have been changing due to technological advancements, influenced by the Fourth Industrial Revolution, which is another significant factor. (The Future of Jobs Report 2020 (2020) report highlighted that technology is transforming work and demanding new skills and knowledge from the workforce.

Therefore, identifying the factors influencing the employability of undergraduate students is a crucial contribution of this article. Hence, this research aims to answer the following questions: What factors influence students' employability in Hanoi and to what extent do they impact? and What actions should stakeholders take to strengthen and enhance student employability?

II. Literature Review

Employability

Hillage & Pollard (1998) defined Employability as the ability to find and maintain meaningful employment, but more than that, it is the ability to move independently within the labor market to develop one's full potential through sustainable employment status. This ability is often formed by groups of knowledge, skills, and personal qualities that enable workers to be competitive and flexible in the labor market. Similarly, McQuaid & Lindsay (2005) introduced the concept of "Employability" focusing mainly on the qualities and readiness of individuals for employment and the factors that enable individuals to obtain, transition, and enhance their jobs. Yorke & Knight (2006) summarized early-stage studies on the concept of employability as a group of achievements - skills, understanding, and personal qualities that enable graduates to increase their employability and succeed in their chosen professions while benefiting themselves, the workforce, community, and economy.

Recent studies on employability have hardly changed the essence of this concept; however, scholars have added the factor of sustaining sustainable employment in response to market changes. Specifically, employability is not only associated with various positions and fields instead of being fixed in a specific company or job but is also extended to be associated with the entirety of one's career. This notion is further affirmed when Sin & Amaral (2017), Small et al. (2018) expanded the concept of employability within the context of different labor market scenarios. This concept is once again reaffirmed in Dawn Bennett's (2020) research, where employability is understood as "the ability to seek, create, and sustain meaningful employment throughout one's career and across various contexts." Employability also includes individuals' need for self-assessment, accumulation of experiences, and knowledge, acquiring new skills, and purposeful learning. Thus, individuals can find and maintain jobs through various changes in the labor market (Pologeorgis, 2023; Gilbert et al. (2022). This new concept is relevant to the 21st-century context, where employment is becoming increasingly flexible, and the nature of work is changing, requiring individuals to manage their careers autonomously. Additionally, Smaldone et al. (2022) discuss the concept of employability in maintaining a balance between supply and demand in the labor market. Specifically, when individuals possess the necessary qualities and qualifications, they become effective, innovative, and reliable labor sources for employers. In other words, employability not only reflects the ability to find a job but also the ability to continuously meet new needs in the future for employers and make effective contributions to their organizations.

Based on the synthesized studies, the research group proposes using Bennett's (2020) definition of employability: "The ability to seek, create, and sustain meaningful employment throughout one's career and across various contexts." Overall, this definition is relatively concise but provides a comprehensive understanding and is relevant to the employability era. Whereas Employability used to be associated with vulnerable groups (Forrier et al., 2015) or specific jobs, nowadays, this concept can be applied to various individuals in the labor market, while also being expanded to encompass the ability to obtain meaningful employment in diverse contexts throughout one's career. Bennett's concept also demonstrates the proactive nature in work as employability includes the ability to "create meaningful employment." Thus, each individual not only follows prescribed jobs but also needs to identify the links that create value, actively improving their work to add value.

Factors affecting undergraduate's employability
Technical skills

Robinson (2000) defined technical skills as the fundamental and specific learning skills of the job. These skills are further categorized into deeper skills such as reading, writing, speaking, science, mathematics, oral communication, and listening skills. On the other hand, Medina (2010) argues that technical skills are skills, expertise, or technical competencies related to the worker's field. According to Pereira et al. (2019), technical skills are defined as skills related to the professional field to complete specific tasks, etc. Another definition for technical skills appeared in the study by Suleman et al. (2022), stating that technical skills are knowledge and proficiency in a type of job or activity. It includes competence in a professional field, analytical skills, and the ability to use appropriate tools and techniques. In this study, the research group chose the concept of technical skills as "the ability to apply individual's core knowledge and skills to perform tasks accurately, efficiently, and productively" (Awayiga et al., 2010; Jackling & De Lange, 2009 (cited in Hossain et al., 2020, p. 296)).

McMurray et al. (2016) explored employability skills from the perspective of employers and demonstrated a positive relationship between technical skills and the employability of students. Along with this, the study by Lowden et al. (2011) found that employers expect graduates to have technical competence and discipline from their qualifications, while also requiring graduates to demonstrate a range of broader skills and attributes including teamwork, communication, leadership, critical thinking, problem-solving, and management potential. Additionally, Hossain et al. (2020) in their study also concluded a positive impact relationship of technical skills on the employability of business graduates.

H1: Technical skills positively impact the employability of undergraduate students.

Soft skills

Although technical skills are assessed as essential for every student, studies have shown that technical skills alone are not sufficient for success, especially in the fields of business and management (Jackling & De Lange, 2009). Most managers find that they can find employees with "technical skills," but many potential candidates lack the "soft skills that companies need" (Alex, 2009). Boyce et al. (2001) identified soft skills as general skills not specific to any field, including personal communication skills, critical thinking, analytical skills, etc. Additionally, many authors argue that soft skills are demonstrated through teamwork and leadership skills: Communication skills, social skills, and behavioral skills (Teng et al., 2019), or a combination of communication and social skills developed through experience and personal reflection (Dixon et al., 2010). Moreover, Kermis & Kermis (2010) linked soft skills to professionalism and argued that soft skills should be directly related to the requirements of each job. From these studies, the research group selected the definition "Soft skills include communication skills, social skills, and behavioral skills, demonstrated through teamwork and leadership" (Teng et al., 2019 (cited in Hossain et al., 2020, p. 296)) to use in their study.

While there is little consensus on the definition of soft skills, there is much agreement on the positive relationship between soft skills and employability. Recruiters always adhere to the motto 'hire for attitude and train for skill,' so students need to understand and develop themselves to meet the basic expectations of the company. According to Remedios (2012), in the new economy with rapid technological changes and increasing complexity in business, while organizations are striving to develop quality human resources, soft skills are an extremely important factor in striving for this goal. Many HR experts such as Grugulis & Vincent (2009) have also pointed out that soft skills have a close and positive relationship with employability, especially for young graduates entering the job market. Spence & Hyams-Ssekasi (2015) found in their study that soft skills help students transition more easily between the learning and working environments.

H2: Soft skills positively impact the employability of undergraduate students.

Social mobility skills

Recent literature (Mok, 2016; Mok & Jiang, 2017) suggested that several other aspects of social mobility are equally important for university students' employability. According to Aldridge (2003), social mobility is defined as the movement or mobility opportunities of individuals between different social classes or occupational groups. Along with this come advantages and disadvantages in terms of income, job security, promotion opportunities, etc. According to Tsakarissianos (2008), social mobility is the degree to which in a certain society, later generations move up (and down) the social scale; or the degree to which the social status of individuals may change over the course of their lives. Another observation by Mok (2016) is that social mobility skills also refer to the tendency of individuals to move between social classes based on their intelligence, aptitude and abilities. In general, definitions of social mobility refer to the movement of individuals between social groups. Therefore, within the scope of this study, the research team will use the following definition of social mobility skills, which is "the movement or opportunities to move of individuals between social classes." or different occupational groups." (Aldridge, 2003, p. 189)

According to Mok (2016); Mok & Jiang (2017), aspects of social mobility that affect employability include: family background, social relationships, university reputation, and regional factors. Previous research results have focused on the importance of a network of social relationships and a strong family foundation in finding a job (Bian & Ang, 1997). According to studies by Finch et al (2013); Macmillan et al. (2015), some groups in society with limited networks and poor family backgrounds face disadvantages in the employment sector. Meanwhile, people with better-off family circumstances (both in terms of economic and social status) can use social connections to secure employment. Besides, family background also indirectly affects students' employability. Because families with good economic conditions can send their children to study at quality and reputable educational institutions, this will also help improve their children's employability. In contrast, people with difficult family circumstances are less likely to go to college than their peers. Even when they have the opportunity to go to college, they are less likely to attend the best schools, less likely to graduate or achieve the highest degree rankings.

H3: Social mobility skills have a positive impact on the employability of undergraduates.

RAIA awareness

Mashego (2022) defined RAIA awareness in a study of employment status as follows: "RAIA awareness is the degree to which employees perceive the capabilities of technologies such as Artificial intelligence, Robotics and Automation affect their future career prospects. In the current study, the authors decided to apply Mashego's definition as a theoretical basis for analysis and evaluation. This choice is based on the observation that Mashego was the first to introduce the concept of RAIA awareness, which is expanded from the STARA awareness definition introduced by Brougham & Haar (2018).

In the modern era, the rapid development of technologies such as RAIA has created a widespread wave of concern about the risk of job loss and unemployment, as technology increasingly replaces humans in many fields. From the perspective of Social Cognitive Career Theory (SCCT), RAIA can be viewed as an external influencing factor, but can still be managed and controlled through personal attributes such as beliefs on your own abilities. This has a significant impact on the career development of students.

Nam (2019) points out that the development of RAIA not only leads to specific job losses, but also predicts the disappearance of many types of jobs in general. The consequence is a more competitive environment in recruitment, making it more difficult for students to find and maintain jobs. However, this view conflicts with technological optimists, such as McClure (2018), who believe that technology not only expands employment opportunities but also helps reduce inequality. Kalleberg (2012) also adds that RAIA requires redesigning professions and job descriptions, redirecting the focus on creating new work roles, thereby promoting the improvement of skills and quality. amount of work. Contrary to the results of previous studies, it has been shown that the advent of robots, artificial intelligence and automation has increased the perception of job insecurity among employees and reduced the likelihood of having a job. do, a study by Lestari et al. (2021), found a positive relationship between RAIA awareness and students' career opportunities and employability.

H4: RAIA awareness has a positive impact on the employability of undergraduates.

Emotional intelligence as a moderator

Since 1990, Salovey & Mayer (1990) have relied on previous research conducted in the field of cognition and affect to put together the idea that emotions and intelligence can work together as the basis for successful information processing. And from there, they introduced the concept of emotional intelligence as the ability to monitor one's own and other people's emotions, distinguish them, and use the information to guide one's thoughts and actions. It is recognized that people with high emotional intelligence have the ability to use their emotions to guide their thoughts and behavior as well as understand their own emotions and behavior and the emotions of others. significant accuracy (Osunsan et al., 2020). Mayer et al. (2004) (cited in Manstead et al., 2004) also give a definition for emotional intelligence as the ability to reason about emotions, and from emotions to improve thinking abilities. It includes the ability to accurately perceive emotions, access and generate emotions to support thinking, understand emotions and emotional knowledge, and regulate emotions to promote emotional development and intelligence. According to Beukes (2010), emotional intelligence is defined as the ability to accurately perceive, evaluate, and express emotions; the ability to access and generate emotions as they facilitate thinking; the abilities to understand emotions and emotional knowledge as well as the ability to regulate emotions to promote emotional and intellectual development. According to Coetzee & Harry (2014), emotional intelligence is said to be a set of information processing skills that individuals use to construct reality from emotional stimuli for the purpose of managing life.

Aziz & Pangil's (2020) study on the moderating role of emotional intelligence on the relationship between awareness of soft skills and employability is one of the few. Besides, social cognitive career theory (Beukes, 2010; Bandura, 2001) emphasized that individuals need to accurately assess their abilities, predict the impact of events and different actions. This means having to be flexible in adjusting one's behavior to fit the opportunities and challenges posed by social structures. Besides, emotional intelligence plays an important role in helping individuals identify and manage their own and others' emotions. From there, it can be seen that emotional intelligence supports analysis, evaluation and making appropriate adjustments, taking reasonable actions to develop personal capacity and future career opportunities. Specifically, when placed in different environmental conditions or at different times, high emotional intelligence will help individuals quickly identify and distinguish the emotions of people around them, thereby making changes. Changing or developing stronger necessary soft skills affects their employability. This is also similar to the opinion published in an Indian educational magazine by the author group Pareek et al. (2023) stating that emotional intelligence helps people make better decisions by allowing them to make better decisions. allowing them to think or make better choices than others.

In addition, according to Social cognitive career theory, when faced with the employment structure changes caused by the development of RAIA awareness, individuals need to use emotional intelligence to analyze information from the external environment. and evaluate self-efficacy in social interactions. This implies that individuals possessing high Emotional Intelligence are better able to adapt to developments in RAIA awareness. Furthermore, Emotional Intelligence not only helps individuals gain a deeper understanding of the impact of RAIA on the labor market, but also enables them to develop the skills necessary to take advantage of new opportunities in their career.

H5: Emotional intelligence has a positive moderating role in the relationship of soft skills and Employability.
H6: Emotional intelligence has a positive moderating role in the relationship of RAIA awareness and Employability.

Thus, the figure below illustrates the following proposed model that was developed by prior studies and literature.
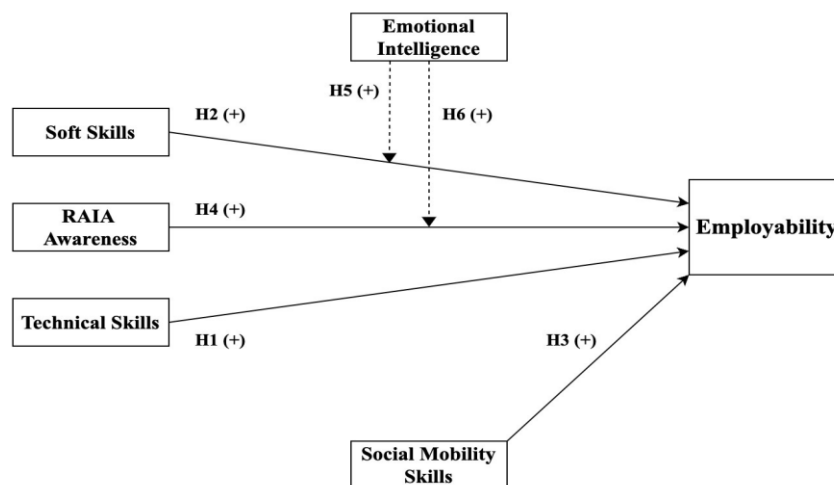
III. Material And Methods

Participants and Procedures

This research was conducted by conducting an online survey using questionnaires targeting undergraduate university students in various universities within Hanoi. The research team opted for a convenience sampling method to accommodate objective factors such as time constraints, cost considerations, issues related to collecting comprehensive information, and uneven geographical distribution, among others. However, the authors also made efforts to ensure relative balance in terms of gender, age, and employment status, to obtain diverse data and achieve the most accurate results for the study.

The sample consisted of 406 undergraduates who were currently or would be working while pursuing their university education. The students were invited to participate by the research team through online tools such as email, social media, etc.. The research team used a Google form questionnaire, with a requirement that respondents complete all the questions before submitting the form, ensuring that no surveys were excluded due to missing information.

Measures and variables

This study measures both independent, dependent and moderator variables from the existing literature and both developments based on the original related theory. While the dependent variable is employability, the independent variables include technical skills (TS), soft skills (SS), social mobility skills (SMS), RAIA awareness (RAIA) and the moderator of emotional intelligence (EI) in two relationships between soft skills and employability, RAIA awareness and employability. The questionnaire comprised six sections, with each variable separately evaluated, that is, undergraduates' technical skills (SS), soft skills (SS), social mobility skills (SMS), RAIA awareness (RAIA), emotional intelligence (EI) and employability. All measures used a 7-point Likert-type scale with the anchors 1 = strongly disagree through to 7 = strongly agree.

Measures used in this study for technical skills (TS) included strong knowledge of a subject, completing work accurately and on time, and the ability to operate software updates. The authors applied the measurement items of Employability, soft skills, technical skills, and social mobility skills from previous literature (Hossain et al., 2022). Soft skills are measured by looking at the following items: autonomy and confidence, timeliness, analytical ability, communication skills, interpersonal skills, and leadership skills. Social mobility skills refer to context-specific factors that influence the employability of graduates in the context of developing countries, such as Bangladesh. Based on Macmillan et al. (2015) and Xu and Zhang (2015), the current study selected categories of social mobility skills including family background, organizational reputation, nepotism/political connections, and regionalism. Emotional intelligence (EI) was measured based on the items in the study of Isra Sarfraz (2020). Besides, the measurement scale of variable "RAIA awareness" is inherited from the research of author Mashego (2022), which is derived from previous research of Brougham & Haar (2018). For instance, students in universities were asked to indicate their agreement with items such as "I think my job could be replaced by RAIA technology" or "I am personally worried that what I do now in my job, will be replaced by RAIA technology".

Variable	Questionnaire Items
Employability	1. Hopeful of getting employment within six months of my graduation 2. It may take more than a year to get employment 3. I am confident of getting employment in my discipline area 4. I may need to look for employment outside my own discipline.
Technical skills	1. Subject-specific knowledge 2. Ability to finish the job with accuracy and within time frame 3. Efficiency to use required software/apps
Soft skills	1. Communication skills (both oral and written) 2. Interpersonal and negotiation skills 3. Problem-solving with great leadership skills
Social Mobility skills	1. Family background is crucial for employment 2. University/institutional reputation helps employment 3. Nepotism[1] and political connections[2] help employment 4. Regionalism[3] has an influence on employment
Emotional Intelligence	1. Good sense of why I have certain feelings most of the time 2. Good understanding of my own emotions 3. Understanding of what I feel 4. Knowledge of whether or not I am happy 5. Knowledge of my friends' emotions from their behavior 6. Good observation of others' emotions 7. Sensitive to others' feelings and emotions 8. Good understanding of the emotions of people around me 9. Setting goals for myself and then trying my best to achieve them 10. Assuring myself that I am a competent person 11. Self-motivating person 12. Always encouraging myself to try my best 13. Ability to control my temper and handle difficulties rationally 14. Capability of controlling my own emotions 15. Ability to always calm down quickly when I am very angry 16. Good control of my own emotions
RAIA Awareness[4]	1. I think my job could be replaced by RAIA technology 2. I am personally worried that what I do now in my job, will be replaced by RAIA technology 3. I am personally worried about my future in my organization due to RAIA replacing employees 4. I am personally worried about my future in my industry due to RAIA replacing employees

IV. Data Analysis And Result

Descriptive Statistics

Table 4.1 below is an analytical table of the participants according to specific characteristics as follows:

Table 4.1. Frequency analysis

Characteristics		Frequency	Percent (%)
Gender	Male	144	35.5
	Female	262	64.5
	Total	406	100.0
Academic year	1st	57	14.0
	2nd	88	21.7

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[1] Regarding your specific position with students in schools or your involvement in social practical activities and communication (Xu & Zhang, 2015).

[2] Regarding individuals joining the Party/Party members (Xu & Zhang, 2015).

[3] Living in an area with a high level of participation in higher education (Macmillan, Tyler & Vignoles, 2015).

[4] The extent to which employees perceive the capabilities of technologies such as Artificial Intelligence, Robotics, and Automation affects their future career prospects (Mashego, 2022).

	3rd	203	50.0
	4th	58	14.3
Study Program	Economy	165	40.6
	Technology	47	11.6
	Management/ Administration	127	31.3
	Others	67	16.5
Work situation	Never worked before	90	22.2
	Used to work but have quit	114	28.1
	Currently working full-time	27	6.7
	Currently working part-time	175	43.1
Longest duration of employment	Less than 3 months	104	25.6
	From 3 to under 6 months	201	49.5
	6 months and over	101	24.9

Source: Analysis conducted by the author group

Among the 406 participants, all are undergraduate students, from the first to the fourth year. Among them, third-year students constitute the largest proportion at 50.0%, followed by second-year students at 21.7%. This is succeeded by fourth year and first-year students with proportions of 14.3% and 14.0%, respectively. With these characteristics, it can be concluded that participants are undergraduate students and are eligible to represent the overall research population of undergraduate students in Hanoi.

Cronbach Alpha Analysis

The internal consistency reliability of a set of scale or test items is measured by Cronbach's alpha (Hair et al., 2013). This type of analysis indicates the degree to which items on an instrument are correlated with one another (Connelly, 2011). Cronbach's alpha is a measure that ranges from 0.0 to 1.0, with higher coefficients indicating greater internal consistency reliability. According to Nunnally & Bernstein (1994), alpha coefficients greater than 0.6 are usually acceptable. Table 4.2 illustrates Cronbach's alpha analysis of this study. As shown in the table, Cronbach's alpha for all variables ranges from 0.668 to 0.971, which is above the acceptable threshold of 0.6. We can conclude that these scales have high stability and consistency and are appropriate for further analysis.

Table 4.2. Cronbach Alpha Reliability values for the variables

Factor	Cronbach's Alpha
EI	0.971
TS	0.668
SS	0.751
SMS	0.866
RAIA	0.850

Source: Analysis conducted by the author group

Exploratory factor analysis
Exploratory factor analysis for independent variables

To evaluate the validity of the scale, an exploratory factor analysis (Principal Axis Factoring, rotation method: Varimax with Kaiser normalization) was carried out. Before conducting the EFA, the suitability of the dataset was assessed by performing Bartlett's Sphericity Test and examining the Kaiser-Meyer-Olkin (KMO) index. For this research, $0.5 \leq KMO \leq 1$, p-value for Bartlett's test of sphericity ≤ 0.05, factor loading ≥ 0.5, eigenvalue > 1, and variance extracted $\geq 50\%$ were used (Hair et al., 2013; Nguyễn Đình Thọ, 2011; Hoàng

Trọng & Chu Nguyễn Mộng Ngọc, 2008). The results of the Kaiser-Meyer-Olkin Measure (KMO) and Bartlett's Sphericity Test are presented in Table 4.3. From the result, a KMO value of 0.929 indicated that the data are fully adequate for a model of factor analysis obtained, and Bartlett's test of sphericity with a p-value of 0.000 < 0.05, meaning the data were suitable for further analysis. From the results of the EFA, five factors were extracted with eigenvalues greater than one, and 69.659% of the total variance was explained with these five factors. All the variables had factor loadings greater than 0.5, contributing significantly to the overall explained variance. As a whole, the result of the EFA showed that 30 items were grouped into 5 different factors and were acceptable for further analysis.

Table 4.3. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.929
Bartlett's Test of Sphericity	Approx. Chi-Square	9580.179
	df	435
	Sig.	0.000

Source: Analysis conducted by the author group

Table 4.4. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.788	39.294	39.294	11.788	39.294	39.294	11.188	11.788	39.294
2	4.886	16.286	55.579	4.886	16.286	55.579	2.880	4.886	16.286
3	1.699	5.663	61.242	1.699	5.663	61.242	2.874	1.699	5.663
4	1.487	4.955	66.197	1.487	4.955	66.197	2.071	1.487	4.955
5	1.039	3.462	69.659	1.039	3.462	69.659	1.884	1.039	3.462

Source: Analysis conducted by the author group

Table 4.5. Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
EI16	0.877				
EI12	0.873				
EI10	0.858				
EI6	0.855				
EI14	0.848				
EI7	0.839				
EI9	0.838				
EI13	0.836				
EI11	0.831				
EI15	0.829				

EI2	0.826				
EI5	0.821				
EI8	0.820				
EI1	0.791				
EI4	0.781				
EI3	0.779				
SMS1		0.806			
SMS2		0.794			
SMS4		0.779			
SMS3		0.711			
RAIA4			0.798		
RAIA2			0.791		
RAIA1			0.779		
RAIA3			0.741		
SS3				0.804	
SS1				0.789	
SS2				0.746	
TS3					0.767
TS2					0.710
TS1					0.705

Source: Analysis conducted by the author group

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Exploratory factor analysis for dependent variables

To conduct EFA for dependent variables, the Kaiser-Meyer-Olkin (KMO) measure of Sampling Adequacy (MSA) and Bartlett's Test of Sphericity were made (Table 4.6). Based on Kaiser's measures of sampling adequacy ($0.5 \leq$ KMO $= 0.800 \leq 1$) and the significant result of Bartlett's test of sphericity ($p = 0.000 < 0.05$), it indicated that the factor analysis was suitable for further analyzing the data in this study. From the analysis, 1 factor was extracted based on the Kaiser (eigenvalue > 1) rule, with all the items having factor loadings greater than 0.50. The variance extracted was 71.72%, meaning that 71.72% of the total variance of the data set was explained.

Table 4.6. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.800
Bartlett's Test of Sphericity	Approx. Chi-Square	585.312
	df	6
	Sig.	0.000

Source: Analysis conducted by the author group

Table 4.7. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1	2.642	66.061	66.061	2.642	66.061	66.061	1	2.642

Source: Analysis conducted by the author group

Table 4.8. Component Matrix[a]

	Component
	1
EMP2	0.853
EMP4	0.823
EMP3	0.808
EMP1	0.765

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

Correlation Analysis

Below are the results of the Pearson correlation analysis in the study:

Table 4.9. Correlation Analysis

		EMP	TS	SS	SMS	RAIA
EMP	Pearson Correlation	1	.472**	.411**	.285**	.559**
	Sig. (2-tailed)		0,000	0,000	0,000	0,000
	N	406	406	406	406	406
TS	Pearson Correlation	.472**	1	.181**	.173**	.317**
	Sig. (2-tailed)	0,000		0,000	0,000	0,000
	N	406	406	406	406	406
SS	Pearson Correlation	.411**	.181**	1	.239**	.369**
	Sig. (2-tailed)	0,000	0,000		0,000	0,000
	N	406	406	406	406	406
SMS	Pearson Correlation	.285**	.173**	.239**	1	.216**
	Sig. (2-tailed)	0,000	0,000	0,000		0,000
	N	406	406	406	406	406
RAIA	Pearson Correlation	.559**	.317**	.369**	.216**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	406	406	406	406	406

Source: Analysis conducted by the author group

Correlation between independent and dependent variables

In the analysis results, sig of the correlation test between the four independent variables, including Technical Skills, Soft Skills, Social Mobility Skills, and RAIA Awareness, with the dependent variable

"Employability" all have values less than 0.05. Thus, all four dependent variables have a linear relationship with the dependent variable.

Moreover, the Pearson correlation coefficient shows the degree of correlation between the independent and dependent variables varies. The independent variables "Technical Skills" and "Soft Skills" have |r| values of 0.472 and 0.411, respectively, indicating a moderate correlation between these variables and "Employability". In contrast, the independent variable "Social Mobility Skills" has an |r| value of 0.285 < 0.3, indicating a weak correlation with "Employability". Conversely, the independent variable "RAIA Awareness" has a relatively high correlation coefficient of 0.559, showing a strong linear correlation between "RAIA Awareness" and "Employability".

Correlation among independent variables

The analysis results indicate that the independent variables are correlated with each other (sig<0.05). However, the Pearson correlation coefficient between these variables is low, below 0.5, indicating that there is no multicollinearity among the independent variables.

Regression Analysis

Through data analysis, this model was determined to be statistically significant, with an adjusted R^2 index of 0.454, meaning that the variables within the model account for 45.4% of the variation in the dependent variable.

Table 4.10. Summary of Regression Analysis Model Results

Criteria		Results
R		0.678
R2		0.459
Adjusted R2		0.454
Standard error		0.474
Change statistics	F-statistic	85.220
	Significance level of the change in F-statistic	0.000
	Durbin-Watson test	0.665

Source: Analysis conducted by the author group

Furthermore, the adequacy of the model was also verified through the F-test in the ANOVA variance analysis. The significance value of the F-test is 0.000 < 0.05, indicating that the regression model is suitable and statistically significant.

The statistical significance of the model's results, as gleaned through hypothesis testing, reveals that all four hypotheses H1, H2, H3, and H4 exhibit a significant relationship between the independent variables and the dependent variable, with a sig value of the tests being less than 0.05. This indicates that the model has a reliability level of over 95%. Hence, these variables are statistically significant and have an impact on employability. Additionally, the standardized beta coefficients indicate a positive, direct relationship between these variables and the dependent variable. The VIF of the independent variables is very low, thereby indicating that the data do not violate the assumption of multicollinearity.

Table 4.11: Summary of Hypothesis Testing Results
Source: Analysis conducted by the author group

Hypothesis	VIF	Standardized Beta Coefficient	Sig	Conclusion	Impact
H1	1.130	0.302	0.000	Accepted	Positive
H2	1.198	0.196	0.000	Accepted	Positive
H3	1.093	0.106	0.006	Accepted	Positive
H4	1.267	0.369	0.000	Accepted	Positive

In the research model proposed by the author group, "Emotional Intelligence" serves as a moderator (denoted as Z). The purpose of handling the moderating variable is to test whether the presence of variable Z in the model plays a moderating role in the relationship between the independent and dependent variables.

Specifically, the authors examined the moderating relationship of "Emotional Intelligence" (Z) on the relationship between "Soft Skills" (denoted as X1) and "Employability" (denoted as Y), as well as the relationship between "RAIA Awareness" (denoted as X2) and "Employability" (Y).

Table 4.12. "Emotional Intelligence" Moderating Variable

Factor	Coefficient	p-value
Z moderates the relationship between X1 and Y		
SS (X1)	-0.1569	0.6274
EI (Z)	-1.1202	0.000
X1*Z	0.276	0.000
Z moderates the relationship between X2 and Y		
EI (Z)	-0.6506	0.000
RAIA (X2)	-0.4069	0.0911
X2*Z	0.189	0.0001

Source: Analysis conducted by the author group

These results indicate that the interaction term X1*Z has a p-value of 0.0000 < 0.05, leading the author group to conclude that Z plays a moderating role in the relationship between X1 and Y. The coefficient is 0.2760 > 0, suggesting that an increase in Z enhances the effect of X1 on Y with an impact level of 0.2760. Hence, hypothesis 5 that "Emotional Intelligence" positively moderates the relationship between "Soft Skills" and "Employability" is accepted.

Furthermore, the analysis results for hypothesis H6, involving the interaction term X2*Z, show a p-value of 0.001 < 0.05, indicating that Z influences the relationship between X2 and the dependent variable Y. Additionally, the coefficient of 0.1890 > 0 demonstrates that the moderation by Z increases the positive relationship between X2 and Y with an impact level of 0.1890. Therefore, the hypothesis that "Emotional Intelligence" has a positive moderating effect on the relationship between RAIA awareness and the employability of undergraduate students is accepted.

V. Discussion

The results of the empirical analysis have supported all hypotheses. Among the four factors studied, RAIA awareness has a significant and primary positive influence on undergraduate employability. This differs from previous research conducted by De Lange et al. (2006) and Wilton (2011), which focused on the strongest impact of soft and technical skills on employability. This difference can be explained by the survey's target audience, which mainly focuses on undergraduate students. These students are mostly Gen Z, who are characterized by their flexibility, creativity, and quick adoption of technological advancements. As a result, they highly value the role of RAIA awareness in their employability. They acknowledge the significant changes that RAIA has brought to the job market and perceive it as an opportunity rather than a threat to their employability.

Moreover, technical skills and soft skills ranked as the second and third most influential factors, respectively, followed by social mobility skills occupying the fourth position. This finding aligns with the context that undergraduate students often lack exposure and experience in the job market, making social mobility factors fundamental to their employability. Individuals from higher social classes, with greater economic resources and social networks, have advantages in finding employment and accessing developmental opportunities. This contributes to their increased confidence in their employability skills, and thus, improves their overall employability. Furthermore, the least impact of social mobility factors among the four extracted factors signifies a shift in perspective among the younger generation compared to previous ones. Previous generations often emphasized the importance of social networks, while Gen Z, particularly undergraduate students, prioritizes personal resources and intrinsic abilities. Thus, while social mobility plays a role, it is not the determining factor for their employability.

The study also found a notable relationship regarding the moderating effect of emotional intelligence on the relationship between RAIA awareness and employability. Students believe that high emotional intelligence enables them to develop adaptability skills and effectively learn, which helps them to apply RAIA knowledge creatively, thereby enhancing their employability. Individuals with high emotional intelligence effectively handle workplace pressures and challenges, maintain a strong learning mindset, and smartly utilize

RAIA technology to enhance job search and competitiveness. Moreover, the study also confirmed a similar result with previous research by Aziz and Pangil (2020), indicating the moderating effect of emotional intelligence on the relationship between skills and employability. With strong emotional intelligence, students develop essential soft skills, adapt to different environments, build relationships, and positively impact their job prospects.

Recommendation for Educational Institutions

First, to improve the quality of technical skill training, institutions should continuously research and update their curricula to meet educational standards, especially integrating practical application by incorporating practical courses, facilitating student participation in real projects, or organizing competitions. Secondly, institutions should enhance students' awareness of the importance of soft skills in their careers and lives through training sessions, workshops, or extracurricular programs focused on soft skills development like effective communication, time management, teamwork, problem-solving, and leadership. Furthermore, strengthening collaboration between universities and businesses can offer students real work environment exposure. Thirdly, universities should include elective courses related to technology, especially in AI, automation, and virtual reality, and provide online technology resources to foster a practical learning and research environment.

Recommendation for Businesses/Employers

First, employers should regularly consult and connect with educational institutions during recruitment and training. Second, to assist undergraduates in finding suitable career paths and preparing for their future, employers could organize workshops or discussion forums on labor market trends and job search skills. Third, creating opportunities for undergraduates to gain real-world experience through internships and project participation is crucial. Lastly, focusing on brand building can create a positive work environment and shape the company's image among potential candidates.

Recommendation for undergraduates

First, the authors advise undergraduates to fully engage with their university's requirements and curricula while proactively learning and accumulating necessary knowledge and soft skills to enhance their employability and self-development. Additionally, staying updated with labor market trends and technological advancements in their field is essential. Second, undergraduates should grasp the latest technological advancements by following news, reading books, participating in online communities, and acquiring essential tech skills for their career, thus creating a competitive advantage. Third, research shows undergraduates focus more on personal than social factors. However, neglecting to establish and maintain social relationships can impact employability confidence. Therefore, undergraduates should nurture social connections by actively participating in networking activities, clubs, and teams to expand their relationships and maintain connections with their community.

VI. Conclusion, Limitations, And Future Work

This study examines factors that influence the employability of college undergraduates. Specifically, it strives to fill the knowledge gap between employability and students' knowledge and skills by considering the role of social mobility skills, technical and soft skills, and cognition about RAIA awareness. The results of the experimental analysis supported all hypotheses. Analysis results show that RAIA awareness is the factor that has the most impact on students' employability, this is a remarkable finding because the results of previous studies show that soft and technical skills have the strongest impact on employability (De Lange et al., 2006; Wilton, 2011). Additionally, the study also examines the mediating role of the "Emotional Intelligence" factor in the relationship between "Soft Skills" and "RAIA awareness" regarding the ability to secure employment and achieve positive outcomes.

This study, like any study, faced several limitations. Future research should consider these restrictions. One of the main limitations concerns the scope of research and investigation quite limited, so the research result would be more comprehensive and general if in the future the survey sample is conducted on a broader scope, with a variety of majors and several schools surveyed. increase. Thus, we can see the causes affecting the employability of undergraduate students in a more complete, objective, and comprehensive way. Besides, the study only surveyed a city, which may limit the scope of application of the study. The level of impact of other demographic factors including gender, education level, living area, etc. also needs to be further clarified in future studies. Research will bring more value if applied to real life.

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