

Demand on Working Abroad of Students in Nam Dinh University of Nursing

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Abstract- This paper investigates the need of working abroad among students in Nam Dinh University of Nursing and related barriers. The questionnaire was used to find out about the need to work abroad of the first, second and third year students and difficulties as well as challenges in exporting labor. Multiple-stage random sampling was performed by stratification, sampling size, and then sampling for each stratum by means of cluster sampling to ensure the objectivity for the study. Results from the study show that 42.4% of students have demand to work abroad. Germany and Japan are the two countries where they want to work most with the rate of 52.88% and 32.46% as a nurse in the hospital and the purpose is to earn money for themselves (64.4%), for family (58.6%) and for developing profession and foreign language (> 50%). As many as 81.7% of students said that the biggest barrier for students when working abroad is foreign language, there is not enough money to deposit taking up 41.4% and the low self-esteem is 39.8%. It can be concluded that Providing complete and accurate information on overseas study programs and counseling for students, introducing the German and Japanese as an official languages in the training curriculum, recommending students to learn more information about work programs in abroad

Index Terms- Labour export, labour market, labour, nursing, oversea study programs.

I. INTRODUCTION

The trend of integration and globalization has required Vietnamese university education step by step to integrate the curriculum and to compete the quality, in which focusing on and promoting labor export as an essential need to solve outcome problem for students. Decree No. 152/1000 dating on September 20th, 1999 by the Government stated: "Labor export is a socio-economic activity contributing to manpower development, job creation and income provision, professional skill improvement, and foreign currency increase for the country. Bui (2014) has emphasized three important roles of labor export are contributing to job creation; training for employees; Creating national revenue, increasing accumulation for the national economy. [6] In the context of shortage of high-quality nursing resources in many countries around the world such as, the US expects to be lack of 434,000 nurses; In Australia, according to a survey on February 2, 2012, they needed 12,000; According to Canada's Nursing Association, in 2016 they needed 113,000 nurses. Especially in Japan, according to Mr. Nimonjima, the director of Asian human

resources network, the country lacks about 40,000 nurses and 150,000 medical workers. Therefore, the Japanese Government opened the door to receive nurses from Vietnam, the Philippines and Indonesia under the EPA economic agreement.

Nam Dinh Nursing of University has the mission of training and providing nursing resources to Vietnam, aiming to train high quality nursing resources to catch up with the world market, creating stable and high-income jobs for students after graduation. The survey results in 2012 showed that the proportion of regular University students with immediate jobs was 35.9%, 73.7% of university students and 82.0% of college students had an average income of only 1 million to 3 million VND / month [1]. Therefore, it is very important to direct career for students during the time they are in university in order to prepare them well for the professional skills, knowledge and language competence. The questions are: what are the students'? Do they wish to work abroad and what difficulties can they encounter? How can the university support them? To answer the above questions, the authors selected the topic "**Survey the demand on working abroad of students in Nam Dinh university of nursing** with two objectives as follows: Survey the need to work abroad of students in NDUN and some related barriers.

II. SUBJECTS AND METHODS OF RESEARCH

1. Object, Time and Place of the Research

Selection criteria: Being the first, second and third year regular bachelor students of Nam Dinh University of nursing. Exclusion criteria: students do not agree to participate in the study; students are not at school at the time of the study and last year students who no longer have the time to resolve the difficulties that may be encountered when having demand to work abroad.

Research period: 6/2016 -3/2017

Research location: Nam Dinh University of nursing.

2. Research Methods

Research design: describing quantitative cross-section method.

Sample size: Applying the formula for calculating the sample size for research describing a ratio in the community

$$n = Z^2_{1-\alpha/2} \frac{p(1-p)}{d^2}$$

In which:

[$Z^2_{1-\alpha/2}$]: The value of Z obtained from table Z corresponds to the value α ; in this study we took $Z = 1.96$ with $\alpha = 0.05$:

- p: estimation of the main research variable ratio in the population, in this study, $p = 0.5$ was selected for the largest sample size
- d: The expected error range between the rate obtained from the sample (p) and the proportion of the population (P). In this study, $d = 0.05$.
- Applying the above formula to calculate $n = 384$, it is estimated that about 10% of subjects refused to participate, so the minimum sample size is 423. Actually, more than 450 students were surveyed

Sampling method: Multi-stage random sampling method:

Stage 1: Stratify and calculate sample size for each floor. A total of 1709 regular students are divided into 3 floors: Year 1, 2 and 3. Sample sizes of each floor are calculated according to the non-equal sample size as follows

Stage 2: Select a sample for each floor by using a cluster sampling method. First, make a list of all layers of each floor, each class is considered as one beam, randomly draw out the number of beams of each floor and take all. The number of students of the cluster has been chosen to represent students of each floor.

Tools and methods of data collection: A set of questions is designed according to the objectives including 3 parts:

- *Part 1* contains general information;
- *Part 2* needs to work abroad;
- *Part 3* barriers to working abroad.

Methods of information collection: self-filling

Data collection process includes 4 steps:

Step 1: Investigators arrive at each selected class to state clearly the purpose and content of the study to receive consent to participate.

Step 2: Deliver the questionnaire and guide how to fill out the form

Step 3: Research objects fill out the form at the class

Step 4: Collect all forms after the research objects finish filling the forms

3. Methods of processing and analyzing data

The data after being collected will be cleaned and imported by Epidata 3.1 software and analyzed by SPSS 16.0 software. The study will use tables and charts to describe the data. The percentages are used to calculate the output indicators of the study.

III. RESEARCH RESULTS

1. General information about the objects of the study

Of the 450 students participating in the study, the proportion of female students accounted for the majority (93.6%), only 6.4% of male students participated in the survey. Most students come from rural areas accounting for 86%, the birth rate from urban areas only accounts for 8.4%, especially 5.6% of students are in mountainous areas.

2. Needs to work abroad

Of the 450 students participating in the study, the proportion of female students accounted for the majority (93.6%), only 6.4% of male students participated in the survey. Most students come from rural areas accounting for 86%, the birth rate from urban areas only accounts for 8.4%, especially 5.6% of students are in mountainous areas.

Tables 1, 2 and 3 show that 42,4% of the students has the intention of going abroad to work and more than half of the surveyed students want to work in Germany (52.885) and followed by Japan

(32.46%). The most reason for not having demand to work abroad is because they don't want to live far from home (73%). 31,7% of them said they don't have language capacity to work abroad, followed by they don't have interest in working abroad (22.4%) and they don't have money to prepare for working abroad.

Table 1 Student's need to work abroad after graduation

Intention	Frequency	Rate %
Yes	191	42,4
No	259	57,6

Table 2 The countries where students would like to work in

Name of countries	Frequency	Rate %
Germany	101	52,88
Japan	62	32,46
Korea	23	12,04
Taiwan	1	0,52
Others	4	2,09

Table 3. The reasons for not having demand to work abroad

	The reasons for not working abroad	Frequency	Rate %
1	Don't have money to prepare for working abroad	52	20,1
2	Don't like working abroad	58	22,4
3	Don't want to live far from home	189	73
4	Don't have language capacity	82	31,7
5	Others	3	1,2

Table 4 below reveal 64.4% of respondents who wanted to work abroad due to the desire to save money for the future; 58.6% of the subjects want to send money home; 58.1% of the study subjects said that they want to improve themselves; 50.3% due to the chance of learning advanced nursing skills and learning languages (47.6%). Only 7.35 of the respondents want to work abroad because they have relatives who are living abroad.

Table 4. The students' purposes to work aboard

	The purposes of working abroad	Frequency	Rate %
1.	Sending money home	112	58,6
2.	Saving money for the future	123	64,4
3.	Learning advanced nursing skills	95	50,3
4.	Learning language	91	47,6
5.	Improving yourselves	110	58,1
6.	Having relatives who are living abroad	14	7,3

As can be seen in Table 5, knowing a foreign language is the biggest barrier for students to work abroad (81.7%). 41.4% of the respondents noted money for security or deposit is also a barrier to prevent them from working abroad, whereas, 39.8% of them considered qualification is a barrier, 27.7% don't have enough information to go abroad. Family agreement and personal health are the two least barrier for the students to work abroad (15.75 and 15.2%).

Table 5. Barriers prevent students from working abroad

No	Barriers	Frequency	Rate %
1	Foreign language	156	81,7
2	Qualifications	76	39,8
3	Family agreement	30	15,7
4	Personal Health	29	15,2
5	There is no money (Security, deposit)	79	41,4

6	Information accessed to work aboard	53	27,7
7	Others	5	2,6

Table 6 below reveal that 66% of the respondents want to be invited to the recruitment business to share information to have information to work abroad. 48.2% thought organizing job seminar would be necessary to provide information. Inviting former students to share information (46.1%) and sharing experience from teachers are also needed activities (46.1%).
Organizing

Table 6 Necessary activities to provide information

	Necessary activities to provide information	Frequency	Rate %
1	Organizing job fairs	66	34,6
2	Organizing job seminars	92	48,2
3	Inviting recruitment business to share information	126	66,0
4	Being shared experience from teachers	81	42,4
5	Inviting former students to share information	88	46,1
6	Others	6	3,1

IV. DISCUSSIONS

1. Students' demand to work aboard

Survey results show that the percentage of students who want to work ab after graduation is up to 42.4%. One of the many reasons for this high number is that it is difficult for them fo apply a job in their country after graduation. It is estimated that each year in Vietnam there are more 200,000 bachelors and masters who are unemployed. Besides the influence of the thought that it is necessary to have money (even a lot of money) to get a job, even the salary is not as high as expected if you are accepted to work. In addition, information of job opportunities in foreign countries such as Germany, Japan and some other countries is now accessible.

Students can access this information from various sources such as the internet, television, from the University's Employment Advisory Board, and even labor export companies who consult directly at the University. There is no evidence of this issue, however, in the scope of this study, the research team proposed the above factors that directly affect psychology to work aboard after graduation of students in Nam Dinh University of Nursing. This can be a right way to contribute to solving the current employment problem: to ensure the goal of settling jobs and creating a strong source of foreign currency for domestic socio-economic development.

When learning deeply the purpose of students to work abroad, the study found that 64.4% of students want to save money for themselves and 58.6% want to work to send money for family. This data is quite reasonable when there are over 90% of students who were born in rural and mountainous areas. Besides, most of their parents are also farmers, so it is perfectly natural for them to want to work abroad to earn money for themselves and their families. Therefore, it can be seen that labor export will contribute to creating more jobs, creating revenue for the country, increasing accumulation for the national economy.

Besides the reason for earning money, the purpose of developing yourself, developing career skills is also chosen a lot by students. Previous studies on this issue have proved these statements. Author Bui (2014) said that labor export is contributing to the skill training for workers, improving the quality of human resources for the country. The author Nguyen (2010), when studying the development of Vietnamese labor export in international economic integration, also came to the conclusion that labor export (labor export) contributes to the development of the country's human resources. Thanks to Labor export is concerned by the state and there is a policy of training and retraining for a part of the labor force, the quality of human resources has improved.

Research results on labor export locations show that Germany and Japan are the two countries that most students choose with respectively 52.88 and 32.46%. The reason why students choose these two countries might come from information on labor export in these two countries appears on the mass media. These two countries also have formal cooperation agreements with Vietnam on labor export as nursing. The agreement between the Department of Overseas Labor Management and the German International Cooperation Agency (GIZ) signed on May 4, 2016 piloted bringing Vietnamese nurses to study and work in the Federal Republic of Germany in the field of caring for patients.

The working position which most students want to work as nurses at hospitals (71.9%). This is a legitimate desire of students, but to achieve this desire is not a simple matter. Because Vietnam's nursing training program is still not up to international standards, especially in developed countries like Germany and Japan, the standards are even higher. Therefore, in order to meet the labor export demand and the demand for students' working positions, it is necessary to have the effort of the learners and the renovation of the training program. This is both a driving force and a challenge for the education sector in the current period.

About the working time, most students only need to work less or 5 years then they come back to the country. The majority of students who want to work longer than 5 years are mostly male students. With the monthly salary (theoretically), only about 5 student working abroad can earn about 1 billion VND (minus expenses). This amount is relatively large for most people who have just graduated from the university for 5 years in Vietnam. For female students they need to return early to be able to get married and soon find a stable job with the available money. As for male students, due to low pressure on marriage, they need to stay longer than women.

2. Barriers for students when they need to work abroad

There are a lot of barriers to students to work abroad, but there are two biggest barriers identified by students: foreign language ability and professional qualifications. In early 2017, a survey of 27,000 expats (temporary translator: who is working in a foreign country, not where they were born and grew up) is given a list of countries and territories by HSBC Bank. When being asked about having confidence in "trying" in a foreign working environment, Nguyen Quang Dung (21 years old, Polytechnic University – Ho Chi Minh city) as well as some other young people are quite shy because they are afraid of "culture shock" and language barrier. "We can communicate well in English but when entering a pure international working environment, we will meet many difficulties. In addition, I found myself a different "minus" of

myself as a bad teamwork spirit. Lack of skills leads to difficulties for students to get the employers' agreement and that is the cause of unemployment for new graduates.

Another barrier that many students mention is that there is no money to deposit (41.4%). As mentioned in section 3.1 the percentage of students living in rural and mountainous areas is nearly 90% and most of their parents are farmers, the monthly support for studying is very low, so the huge amount of money (about 100 million) is unimaginable. In order to create conditions for disadvantaged students to work abroad, competent agencies need to develop necessary support policies. Besides barriers to cultural shock, many students are also concerned about work pressure when working abroad, especially in Japan. Statistics show that the number of workers in Japan seeking death to free up the pressures of increasing work. According to Japanese government statistics, in 2016 there were more than 21,000 successful suicides in Japan. Compared with previous years, the rate of suicides increased: in 2008, this rate was 19.1%, in 2012 there was 23.4% and in 2016 this rate increased to 23.6%. Therefore, it is very important to provide psychological training as well as the way to arrange and plan the work so that students who work abroad can limit the pressure of work happening to them.

To overcome these barriers, students also made many suggestions to overcome. The solution that students choose the most is inviting recruitment businesses to share accounting for 66%. These companies have a lot of experience in labor export activities, they can answer most of the students' questions and they can also give advice to increase their motivation to work aboard. Besides, organizing seminars on employment, sharing experiences of teachers and formers as well as organizing job fairs are also mentioned by students. In addition to the above solutions, to help students to work and adapt to the new work environment, it is necessary to organize national cultural, psychology and life-saving classes

V. CONCLUSION

The percentage of students wishing to work abroad is 42.4%. There is no difference in the needs of gender, place of birth and the number of years of training at school. Germany and Japan are

the two countries students want to work most with the proportion of 52.88% and 32, 46%. The job position students want to do when working labor is as a nurse in hospitals. The main purpose of students working abroad is to earn money for themselves (64.4%) and families (58.6%) and the percentage of students who want to work abroad to develop professional qualifications subjects and foreign languages are also quite high, it is more than 50%.

Up to 81.7% of students said that the biggest barrier for students going to work abroad is foreign language. Without money to deposit, make sure to go to work abroad is also a huge barrier (41.4% of students choose). The next barrier is not having high qualification (39.8% of students choose).

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