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Construction About Evaluation System of Employment Ability for Graduates

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Abstract

Through interviewing and questionnaire surveying, this article has determined the constitution of 6 dimensions and 24 concrete abilities from the employer's view which decide graduates' employment ability. Empirical analysis shows that employers' evaluation score on employment ability of graduates is 3 or less, comprehensive satisfaction is not high. Professional ability was the strongest, while practical ability was the weakest. The development of 24 concrete abilities is imbalanced. The single sample T-test result indicates that 16 abilities reached generally satisfied level, 5 of them are obviously higher than generally satisfied level, and 3 of them are apparently lower than it.

1. Introduction

At the ends of 20 century, with the invention of higher education moving towards the popularity from outstanding education, the recruitment scale of university and college expands rapidly. The graduation increases suddenly from 1,140,000 students in 2001 to 6,310,000 students in 2010. The yearly average growth rate reaches to 18%. At the same time, under the influence of technical progress and of the global economic slowdown, domestic job position increases slowly. Labor market has a typical "buyer's market" feature, and employment positions for graduates are becoming scarce resource. Under this background, employment ability of graduates is not only related to their successful employment and quality of employment, but also to the sustainable development of higher education. This article through empirical research on employment ability of college students, on the one hand help the university understand social evaluation about employment ability of graduates and provide reference for reforming the present personnel training mode and improving the quality of talents; on the other hand make the students understand the employer requirements of employability and their learning objectives, make clear learning objectives, and strive to improve their comprehensive ability and enhance employability.

2. Literature Review

Under the background of popularization of higher education, employment problem of college students has become social hot point. Employment ability of college students has also become a unique area. The domestic and foreign scholars discussed the structure of employment ability of college students deeply according to its connotation. The training and development association of United States had classified employment ability from five categories: basic competences, communication skills, ability to adapt, ability to

group results, ability to influence other behavior. United Kingdom higher education quality council thought that graduates should possess skills of critical thinking, ability of dealing with complex issues, effective communication, doing work independently, teamwork coordinate and self - constraint. Richard [1] put forward careers and employability from the perspective of education and enterprise, which includes ten items: the application ability of expertise, career planning, development and expression of information capacity, ability to problem - solving skills, personal management skills, organizational skills, team work, negotiation capacities, ability to understand, apply the above employment capacity of the system. Sweden scholar, Gorder Smith [2] pointed out that college students need to have the employment motivation and good individual quality, excellent interpersonal skills, wealth of scientific knowledge, effective work methods and broad perspective. The authority of employment ability in the United Kingdom Yorke and Knight [3] presented the famous USEM model, namely understanding disciplinary knowledge, expertise skill, self - efficacy and meta-cognition. Domestic scholar Zheng Xiaoming [4] believed that employment ability of college students ability included learning ability, thinking ability, practical ability, candidates ability and adaptability. Wang Yi [5] pointed out that employment ability was constructed by management of basic skills, individual skills and team work skills. Xiao Yun [6] stated that the most three important factors which influence the employment ability were: basic practical ability, knowledge development ability and innovation ability. Li Enping [7] thought that employment ability structure should be established from 4 dimensions: basic skills, professional skills, personal characteristics, social adaptability. Zhu Liye [8], Gao Yan [9], Wen Jing [10] put forward different employment ability structure according to their empirical researches.

Looking at the documents from domestic and foreign countries, research on employment ability of college students has not yet established a theory system. There are large differences on understanding components of employability and many problems need further discussed. Based on the literature, this article tries to construct a set of employment ability system of college students from the employers' perspective and survey the employer's evaluation of employment ability of college students to help high education institutions to find problems in education and strengthen the cultivation of employment ability.

3. Evaluation of Employment Ability of Graduates

A. Construction of evaluation target system

1). Initial evaluation item decision

Employment ability is a kind of comprehensive ability for college students to gain and maintain job and adapt of environment change during their work period. In order to

understand the employer evaluation of employment ability of college students, we need to determine the evaluation target system. This study first chooses 20 employers to interview around the topic: "what kind of abilities college students should own to guarantee them to find job smoothly and keep work opportunity over a longer period". Among 20 employers, there are 2 government departments, 5 institutions, 13 enterprises in which there are 5 State - owned enterprises and 8 private enterprises. The interview object is supervisor or administration of human resources departments. According to the interview results, initially set out six dimensions such as basic quality, professional ability, practical ability, communication and coordination ability, ability to adapt to circumstances, ability to application for job. 26 specific qualities and abilities are chosen to reflect the upper six dimensions, namely sense of responsibility, integrity, dedication, hard working, down-to-earth, professional level of theory, research, innovation, learning ability, practical skills, problem solving, executive skills, team collaboration skills, listening skills, presentation skills, reading comprehension, official document writing skills, public relation skills, self adjustment ability, anti pressure ability, anti frustration ability, adaptability, capture information ability, planning ability, self promotion ability, career planning ability.

2). Evaluation item filtering

Original questionnaire is made according to the above 24 targets. Questions are randomly arranged with Likert five component table scorecard, which divides each item into 5 grades: very important, important, general important, unimportant, very unimportant, and charge 5, 4, 3, 2, 1 score respectively. Then let participants grade each target according to its importance they think. We hand out 50 questionnaires to employers and recovery rate is 100%. To make the questionnaire more validity, evaluates average scores on various topics first. Survey shows that except capturing information ability is less than 3 score, score of other abilities is at around 4. So we delete capture information item. Second, calculate the objectives discrimination. This study refers to Zhu Hui's research method. Rank according to total score of each item, taking out the 25 percent highest score and 25 percent lowest score, calculating the average score of these two parts. Average difference is the discrimination coefficient of this item. The larger the absolute value of the coefficient is, the higher the discrimination is. So it illustrates that we can retain the item. Results of the analysis show that, except planning ability, discrimination coefficient of other items is higher than 0.45, so delete planning ability item. After filtering, questionnaire reserves 24 items.

According to the previous analysis, evaluation index system of college students' employment ability consists of six dimensions and 24 concrete indicators. Sorting out the questionnaires, we can get the importance score of each indicator made by employers which are shown in table 1.

Table 1. Structure of employment ability and the importance score made by employers.

The first level target		The second level target	
Name of target	Importance score	Name of target	Importance score
Basic quality	4.4	Sense of responsibility	4.8
		integrity	4.6
		dedication	4.5
		Hard working	3.9
		Down to earth	4.1
Professional ability	3.8	professional level of theory	3.8
		Research ability	3.5
		Innovation ability	4.0
		Learning ability	4.0
		Practical ability	4.5
Practical ability	4.2	Problem solving ability	4.1
		Executive ability	4.0
		Collaboration ability	4.3
		Listening ability	3.8
		Presentation ability	4.1
Communication ability	4.1	Comprehension ability	4.2
		Official document writing ability	4.0
		Public relation ability	4.2
		Self adjustment ability	3.8
		Anti pressure ability	3.9
Adaption to circumstance ability	3.9	Anti frustration ability	3.6
		Adaptability	4.2
		Self promotion ability	3.8
		Career planning ability	3.4
Application ability	3.6		

B. Employment ability evaluation

According to the above analysis, a questionnaire about evaluation system on employment ability of college students was made and issued to the employers. Still taking Likert five component scoring method, 5, 4, 3, 2 and 1 respectively

represents very satisfied, satisfied, generally satisfied, dissatisfied, very dissatisfied. 130 questionnaires were handed out totally and recovered 111. Recovery rate was 85.4%. Survey result is shown as figure 1.

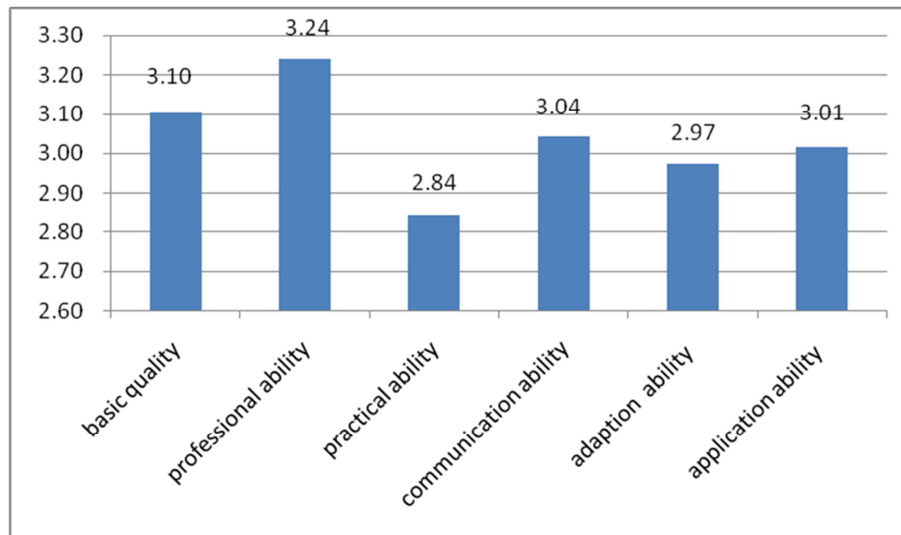
*Figure 1. Score of six dimensions of employment ability.*

Table 2 is a single sample t test results of the various specific targets. Taking 3 points for the test value, establishing significance level as 0.05, we can find that the two - tailed probability p - value of sense of responsibility, integrity, professional level, learning ability, professional ability, teamwork ability, expression ability and adaptability is less than 0.05, which disclose that there exists significant difference between the evaluation results of employer and score 3. So we should refuse zero assumption and draw the

following conclusion: college students' professional ability, teamwork ability and adaptability is less than generally satisfied level, while sense of responsibility, integrity, professional level, learning ability, expression ability is higher than generally satisfied level. P-value of other 16 indexes are greater than significance level, which shows employers' assessment of these targets only reaches to generally satisfied level.

Table 2. Single sample T- test.

	Test Value = 3			95% Confidence Interval of the Difference		
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
VAR00001	2.746	110	.007	.3243243	.090261	.558387
VAR00002	2.088	110	.039	.2072072	.010551	.403864
VAR00003	-.939	110	.350	-.0990991	-.308183	.109984
VAR00004	.000	110	1.000	.0000000	-.253635	.253635
VAR00005	.635	110	.527	.0720721	-.152952	.297096
VAR00006	4.474	110	.000	.4954955	.276026	.714965
VAR00007	.545	110	.587	.0720721	-.189936	.334081
VAR00008	.069	110	.945	.0090090	-.251502	.269520
VAR00009	3.949	110	.000	.3783784	.188484	.568273
VAR00010	-2.259	110	.026	-.2882883	-.541145	-.035431
VAR00011	-.985	110	.327	-.1261261	-.379910	.127657
VAR00012	-2.755	110	.007	-.3153153	-.542148	-.088483
VAR00013	-1.205	110	.231	-.1621622	-.428830	.104505
VAR00014	.329	110	.743	.0450450	-.226223	.316313
VAR00015	3.441	110	.001	.3513514	.149001	.553702
VAR00016	-.502	110	.617	-.0630631	-.311935	.185809
VAR00017	-1.239	110	.218	-.1621622	-.421492	.097167
VAR00018	.835	110	.406	.1081081	-.148492	.364708
VAR00019	-.196	110	.845	-.0270270	-.300741	.246687
VAR00020	.676	110	.501	.0900901	-.174165	.354345
VAR00021	.843	110	.401	.1081081	-.145972	.362188
VAR00022	-2.351	110	.021	-.2792793	-.514725	-.043834
VAR00023	-.797	110	.427	-.1081081	-.376951	.160735
VAR00024	.909	110	.365	.1081081	-.127583	.343800

4. Conclusion

Firstly, from the view of employers, the employment ability of graduates includes six dimensions, namely basic quality, professional ability, practical ability, communication ability, adaptability and application ability. 24 specific targets are selected to explain these six dimensions.

Secondly, employers' evaluation on employment ability of graduates is generally low. The average evaluation score of each dimension is below 4, which indicates that employers' satisfaction about employment ability is not high. Practical ability has significant difference relative to employers' expect.

Thirdly, the specific ability develops imbalanced. Sense of responsibility, integrity, professional ability, learning ability, communication ability is significant higher than generally satisfied level, while professional ability, teamwork ability and adaptability are relatively poor.

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