

# Research on the Construction of Evaluation Index System of Employability of Chinese College Students

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*Abstract - Under the background of the popularization of higher education and the new normal of economy in China, the problem of "difficult employment" of college students has become increasingly prominent. Colleges and universities urgently need to guide college students to correctly define and evaluate their self-employability, and carry out targeted training, so as to effectively improve college students' employability and employment quality. This paper analyzes the formation of college students' employability from many aspects and angles, constructs the evaluation index system of college students' employability, and makes an empirical analysis based on the questionnaire data of Guangdong Jiaying University. The empirical analysis results show that the index system constructed from four aspects: professional knowledge and ability, transferable ability, self-management ability, job hunting and career planning ability is effective for the evaluation of college students' employability.*

**Keywords:** college student employability evaluation index system

## I. INTRODUCTION

The enrollment expansion of Chinese colleges and universities began in 1999, marking the "Popularization" of China's higher education, and the scale of China's higher education has entered a period of rapid development. In 2002, the gross enrollment rate of higher education reached 15% for the first time and officially entered the mass higher education stage. From 2003 to 2020, the gross enrollment rate of higher education increased from 17.0% to 54.4%. According to Martin Trow's theory of higher education development stage, China has successfully moved from the elite higher education stage to the mass higher education stage and crossed the threshold of the universal higher education stage (Yang Tianping and Chen Qingsen, 2021). After China entered the mass higher education stage,

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the number of college graduates has increased year by year. According to the data released by the Ministry of education, there were only 1.87 million ordinary higher education graduates in 2003 and 7.97 million ordinary higher education graduates in 2020. With the continuous expansion of the scale of college graduates, the employment competition of undergraduate graduates is becoming increasingly fierce. A certain proportion of graduates cannot achieve employment as scheduled. The number of unemployed college students is snowballing every year. The problem of difficult employment of college students has become a "normal".

The current economic situation facing college students is the "new normal" of China's economic development. In China's economic field, the term "new normal" is used to describe the stable development trend of China's economy in recent years. Under the new economic normal, China's economy has entered a new stage of development in which the growth rate has slowed down, the structure has been continuously optimized and the growth power has been switched. The new development trend not only brings new opportunities for college students' employment, but also severe challenges. The structural problem of college students' employment is an unavoidable practical problem in the current college students' employment (He Fasheng, 2017).

In the context of the popularization of higher education and the new economic normal, employers put forward higher and higher standards for the employability of college students. Due to the disadvantages of China's higher education talent training model, college students' employability is insufficient. College students' positioning of themselves is too high and their evaluation of their employability is not objective enough. Some college students have too high requirements for post salary and working conditions. After they encounter difficulties in employment, they are unwilling to change their concept of employment, blindly wait for employment, and finally miss

the best opportunity for employment. Therefore, the "difficult employment" of college students is only a representation, which is essentially a "paradox" of talent supply and demand.

## **II. PROBLEM STATEMENT**

According to many investigations and studies on the employability of college students, the problem of lack of employability of college students has become increasingly prominent, which is mainly reflected in the lack of solid professional basic knowledge and skills, weak practical ability, low professional ability and insufficient innovation ability. As the main body of cultivating college students, Chinese colleges and universities have many deficiencies in cultivating college students' employability, which are mainly reflected in the lack of understanding of the cultivation of college students' employability, the unclear school running orientation of colleges and universities, and colleges and universities do not pay attention to the construction of the system and mechanism of cooperating with employers to cultivate college students' employability. In view of the lack of employability of college students in China, Chinese scholars have made in-depth research on college students' employability from different disciplines and achieved certain results, but there are still some research fields that can be expanded, especially the research on how to scientifically and effectively construct the evaluation index system of college students' employability, which makes the current cultivation and improvement of college students' employability lack pertinence and effectiveness. Therefore, the research on the construction of the evaluation index system of Chinese college students' employability is helpful for colleges and universities to guide college students to correctly evaluate their employability, make targeted improvements, and promote the improvement of college students' employment quality.

## **III. LITERATURE REVIEW**

By summarizing the concept of foreign employability, we can see that foreign countries initially began to pay attention to employability from the perspective of social public policy. Most of the literature on employability are discussing the entry-level personnel and the unemployed, and the attention to the employability of college students is not the focus. In China, however, a lot of attention has been

paid to the concept of employability since paying attention to the employment of college students. Harvey (2001), a British scholar, pointed out that the employability of college students is rarely clearly defined. There are several implicit definitions in the literature. In all cases, the core concept is related to students' tendency to get a job. Thoren (2014) believes that the employability of college students is a personal ability, a collection of a series of abilities that college students can obtain career and career development. Finch et al. (2013) believe that college students' employability is a comprehensive ability that can improve their future career development level, including a series of skills, knowledge and personality characteristics. Zheng Xiaoming (2002), a Chinese scholar, believes that the employability of college students refers to the ability of college graduates to realize their employment ideal, meet social needs and realize their own value in social life through the learning of knowledge and the development of comprehensive quality. This is the definition of college students' employment put forward earlier in China. Tao Aixiang (2005) believes that university employability refers to the ability of college students to find a job they are satisfied with, adapt to environmental changes and adjust themselves in time so as to be competent for work. This defines college students' employability from the perspective of how college students adapt to environmental changes. Jia Lijun and Guan Jingjuan (2010) believe that the employability of college students is a general ability suitable for the needs of different workplaces. This paper holds that college students' employability is the comprehensive ability of college students to obtain work, maintain work and obtain career development.

With the research on the connotation of employability, the research on the composition of employability evaluation system by scholars is also advancing at the same time. Hillage and Pollard (1998) put forward four evaluation indexes of employability: employability assets, allocation, display and personal operation space. Fallows and Steven (2000) defined the evaluation indicators of employability as four aspects: information ability, communication ability, problem-solving ability and social relationship development ability. Clarke (2017) proposed that employability includes six key evaluation indicators: human capital, social capital, personal attributes, personal behavior, perceived employability and labor market. Li Ying et al. (2005) believe

that the evaluation indicators of employability include internal quality, working ability and social leadership ability. Jia Lijun (2007) believes that the evaluation indicators of employability include employment personality, social compatibility and quasi professional image. Li Junkai (2013) believes that the evaluation indicators of employability include professional ability, professional identity, personality and morality, analytical thinking and interpersonal influence.

#### IV. METHOD

Considering the cultural differences and actual national conditions, this paper designs an evaluation index system that can more comprehensively consider the employability of college students. Through questionnaires and interviews with enterprises and university personnel, the relevant factors to evaluate the employability of college students are preliminarily obtained, including college students' professional knowledge, professional skills, information acquisition and processing ability, learning ability, executive ability, teamwork and management ability, open thinking and international vision, enthusiasm and initiative, anti-frustration ability, loyalty, conscientiousness, self-improvement, job hunting skills, career planning ability and many other factors. On this basis, this paper designs a preliminary questionnaire. Firstly, it is distributed among 100 students of Guangdong Jiaying University. 92 valid questionnaires are recovered, and the effective rate of the questionnaire is 92%. After the questionnaire was collected and the data were sorted out, the formal questionnaire with 30 items was finally formed after project analysis, screening and revision. Considering the availability and representativeness of the data, the final questionnaire is distributed to undergraduate graduates of different majors of Guangdong Jiaying University. A total of 400 questionnaires are distributed in this survey, and 380 questionnaires are actually recovered, with a questionnaire recovery rate of 95%, including 375 valid questionnaires.

#### V. FINDINGS

In order to ensure the validity of the questionnaire data, first use SPSS22.0 software tests the reliability of the questionnaire data, and the Cronbach's  $\alpha$  coefficient for the

entire questionnaire is 0.921, greater than 0.9, indicating that the reliability of the questionnaire is very good. The results of exploratory factor analysis show that the KMO value is 0.912. According to Bartlett's sphericity test, the approximate chi square is 3785.045 and the degree of freedom is 993, which has reached significant and is suitable for factor analysis. The analysis results show that there are four factors with eigenvalues greater than 1, and the cumulative contribution rate reaches 62.842% (as shown in Table I), which can explain most of the variation of variable characteristics.

TABLE I: EIGENVALUE EXTRACTION OF FACTORS

Content			
Factor	Characteristic value	Variance (%)	Cumulative number (%)
1	18.150	39.125	39.125
2	3.952	15.539	54.663
3	1.891	4.697	59.361
4	1.497	3.478	62.842

The results of the orthogonal rotation matrix with the largest variance obtained after factor rotation are shown in Table II, which can be attributed to four main factors. We named each main factor according to the analysis results.

TABLE II: LOAD MATRIX OF COLLEGE STUDENTS' EMPLOYABILITY FACTORS

Content				
Factor	Main factor 1	Main factor 2	Main factor 3	Main factor 4
professional knowledge	0.761			
Professional skills	0.752			
Information acquisition and processing capability		0.756		
learning ability		0.739		
Executive ability		0.702		
Teamwork and management ability		0.743		
Open thinking and international vision		0.649		
Enthusiasm and initiative			0.695	
Anti-frustration ability			0.682	

Loyalty	0.675
conscientiousness	0.672
self-improvement	0.683
Job hunting skills	0.713
Career planning ability	0.708

Among them, the main factor 1 includes two variable indicators of college students' professional knowledge and professional skills, which can reflect college students' professional knowledge and ability, so it is named "professional knowledge and ability". Professional knowledge and ability cannot be transferred and can only be obtained or mastered through conscious and special training, education and training. It is often directly related to people's professional learning or work content. Main factor 2 includes five variable indicators: information acquisition and processing ability, learning ability, executive ability, teamwork and management ability, open thinking and international vision, which reflect the ability of college students to migrate and apply to different scenes in life, study and work, so it is named "transferable ability". The main factor 3 includes five variable indicators: enthusiasm and initiative, anti-frustration ability, loyalty, conscientiousness and self-improvement, which can reflect how college students manage themselves in the learning, communication, life and work environment, so it is named "self-management ability". Main factor 4 includes two variable indicators: job hunting skills and career planning ability, which can reflect college students' ability of job hunting and career planning, so it is named "job hunting and career planning ability".

According to the above selected evaluation index system, the evaluation model of college students' employability can be constructed, including four variables: professional knowledge and ability, transferable ability, self-management ability, job hunting and career planning ability.

The principal component analysis is carried out on the four dimensions of college students' employability, and the corresponding comprehensive score is taken as the measurement index of employability. From table III, it can be seen that the correlation coefficient between employability and the four dimensions is high, all above 0.7, indicating that this index can well represent the information of each dimension of the constituent elements of

employability.

## VI. DISCUSSION

It can be seen from table III that the employability of college students is positively affected by four aspects: professional knowledge and ability, transferable ability, self-management ability and job hunting and career planning ability. At the same time, it can be seen that the transferable ability has the greatest impact on the employability of college students, which shows that the employability of college students is not only related to their own professional knowledge and ability, but also related to the comprehensive knowledge and skills of personal all-round development.

**TABLE III: CORRELATION COEFFICIENTS BETWEEN COLLEGE STUDENTS' EMPLOYABILITY AND VARIOUS DIMENSIONS**

Content	Professional knowledge and ability	Transferable ability	Self-management ability	Job hunting and career planning ability
College students' employability	0.781**	0.891**	0.812**	0.715**

## VII. CONCLUSION

Considering the availability and representativeness of the data, this questionnaire takes the data obtained by Guangdong Jiaying University as the research sample to evaluate and empirically analyze the rationality of the evaluation index system of college students' employability proposed in this paper. The results show that the index system proposed in this paper is effective in measuring college students' employability.

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