

Determinants of China graduates' employability through personal development performance for China employment market

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ABSTRACT

This conceptual paper aims to raise awareness of the factors that affect the employability of Chinese overseas graduates from around Asia countries to work in their motherland country, China. It explores a few factors that affect the employment adaptation of graduates in training, previous educational activities, communication skills, language ability, and internships and their impact on personal development performance. This article also will attempt to analyze the current situational factors of the competitive condition facing young China graduates who graduated from overseas universities to enable them securing employment in China, as well as employment opportunities and job search preferences by the employers, in order to provide a referral point for job seekers and act as a basis for employers to hire overseas graduates. To improve the employment adaptation of new and young graduates on the employment, university programs should focus on learning outcomes related to soft skills development and English proficiency when applying for jobs.

Keywords : educational, communication skills, language ability, internships, employment adaptation

1.0 BACKGROUND

This conceptual paper aims to conceptually explain the employment adaptation of Chinese overseas graduate to work in their homeland country, China. Employability refers to the transferable set of skills and knowledge related to the job offer that makes the job applicants employable. It is the candidate's self-quality to secure a job and being hired (Gazier, 2017). Compared to developed countries, Asia is the developing region in terms of educational infrastructure, technological advances and possesses different economic status. The world rankings in which universities are located mostly relatively low, with only a few public institutions ranked high. This has made most students to search for the universities to study abroad by letting go the world ranking.

Recruitment management involves several processes. These processes are relatively complicated. The implementation of the recruitment plan is divided into five steps: formulation of the recruitment plan, release of recruitment information, personnel qualification review, organizational evaluation, candidate selection and recruitment. Some companies have flexible employment systems. Based on the existing literature, the relationship between employability and personal development to help students apply for jobs in a more systematic way is significant and intercommunicated strongly.

1.1 Purpose

The purpose of this paper is to explain the factors that affect the employment ability among graduates from diverse Asia countries working in China. In addition, this conceptual paper also enumerates the process of analyzing the issue of employment adaptation, defines its specific location and its reliability, and clearly defines its clear context and prospects. For example, research can predict the impact of these factors on personal development performance and employment adaptation. As China's economy continues to grow, so does the importance people place on education. Where possible, adoption of a comprehensive study will disclose the employment potential of Asian graduates.

Researchers want to understand what affects students' employment adaptation, help them manage their employment well, study the future and the development of talent management in China and Asia, master how to promote employment and help managers improve their human resource management skills (Li & Xue, 2020).

1.2 Reason for studying abroad

China is paying more and more attention to education and talent. In China's higher education, from the elite to the civilian population, the average literacy of the importance of education has been increased. The China's Ministry of Education data show that the total number of China students studying abroad was 703500, an increase of 41400 over the previous year, and an increase of 6.25%, in 2019. From 1978 to 2019, 6.5666 million Chinese students were studying abroad, of which 1.6562 million were studying or studying abroad. 4904400 students completed their studies and 4231700 returned home, accounting for 86.28% of the number of students who completed their studies.

On August 20, 2017, Center for China and Globalization (CCG) and zhaopin.com jointly issued the "Report on Employment Entrepreneurship of Chinese Returnees 2017", the report pointed out:

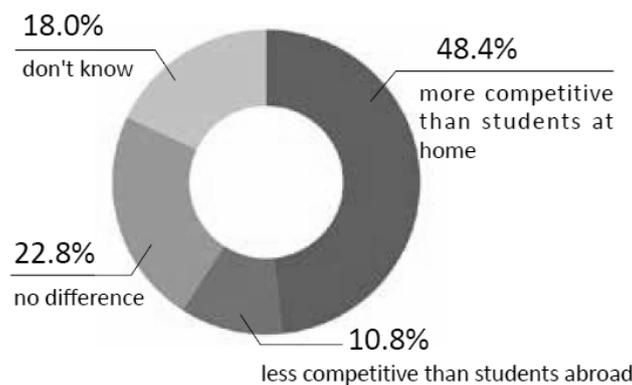


Figure 1.1: Evaluation of Competitiveness of Returnees (CCG, 2017)

The CGC has evaluated the students who have studies abroad about their level of competitiveness. 48.4% of Chinese students believe that after studying abroad, they think that they are better compare to those who graduated locally. Whereas 22.8% of returned students think there are no difference and 10.8% of the students think they are not as good as domestic students (CCG, 2017).

The globalization of internet technology is the overwhelming trend everywhere and yet, continuously facing the challenges of the times. According to statistics, as of June 30, 2017,

there are more than 510,000 overseas applicants (bachelor degree or above) sent the resume to the potential employers (EIC, 2017).

The remuneration and input-output ratio associated with studying abroad have always been a hot topic when people talk about their talents. According to survey data, in 2021, nearly 60% of the surveyed returnees will have a starting salary of between 100,000 yuan and 200,000 yuan. Compared with 2020, the starting salary of returnees in 2021 has increased significantly, and the proportion of returnees exceeds 160,000 yuan, which reflects the rapid development of informatization-driven economic growth, and companies are raising wages to attract talents to join. (Unicaree,2022)

1.3 The educational environment in Asia

The COVID-19 has been going on for a long time until today. Since 2021, the market for study abroad has gradually improved. With the large-scale vaccination around the world, Asian universities has gradually opened their campuses to international students. According to statistics, the total number of China students studying abroad continues to rise over the years, and China is still the world's largest source of international students. Affected by foreign epidemics and cultural policy restrictions, the number of international students studying abroad in 2021 is expected to exceed 1 million, an increase of 48% in 2020. But with 9.09 million college graduates in China by 2021, it is not hard to see that the competition for returnees in 2021 is more intense than ever. In addition, affected by factors such as job-seeking industry and regional concentration, it is more likely to have difficulties in finding a job (Unicareer, 2022)

1.4 Employment rate of China graduates

On June 12, 2017, the MyCOS Research released the Chinese College Graduates' Employment Annual Report in Beijing. The study found that the employment rate of college graduates is stable after half a year. The employment rate is above 90%. Those who struggled at the ordinary level accounted for a high proportion of 61.3%, ordinary managers accounted for 18.8%; middle managers 11.7%; 2.5% senior managers; business owners accounted for 2.2%. At the same time, the survey data also shows that in the returnees with 1-3 years and 3-5 years of work experience, the proportion of ordinary managers increased significantly with the increase of working years, accounting for 20.7% and 24.5% respectively. After 5-10 years, the proportion of middle managers began to rise above the ordinary level, reaching 38.2%. The return to more than 10 years, the highest proportion of business owners and executives, reaching 16.7% and 8.3% (EIC, 2017).

1.5 Reason for high employment rate

Although employers and returnees who graduated from overseas have different views on the advantages of employment adaptation, returnees who graduated from overseas have some advantages over local graduates. Employers like their language and communication skills. Returnees believe that they have a strong ability to execute research and analysis, eventhough the employer did not give the appropriate "approval", but employers adapt to the returnees and professional skills to give a higher rating.

Regarding the development advantages of returnees, the returnees who were interviewed said that the advantages brought by "having an international perspective" outweighed the advantages brought by "language communication skills". Language communication ability has become the main advantage of its domestic development, with the proportion rising from 59% in 2018 to 68% in 2019. With the internationalization of educational concepts in China universities and the emphasis on language education, the interviewed returnees believe that

their language advantages in China are gradually declining, and the international perspective has brought an impact. With the deepening of country's globalization development, these advantages continue to be enhanced. In addition, other key advantages include "more independence"(32%) and "stronger critical thinking skills (25%)", which did not change significantly from 2018.

However, the high employment rate in China may not explain the problem. In 2017, when graduates have not yet graduated, a considerable number of schools show that the employment rate is close to 100%. In response, Zhang Ji, deputy director of the Labor and Social Security Research Center of the Chinese Academy of Social Sciences, believes that high employment rates may not represent anything. He believes that the employment rate, partly because they participate in graduate exams that added into statistics of employment rate in China. In other words, for every 100 students, 60 students take the postgraduate exam are considered as successful employment. There is some false employment proof, some schools forcibly require students to sign a tripartite agreement to increase employment. In China, graduates need to sign an employment agreement with an employer to calculate the employment rate at the end of the internship. However, it is not a secret, to entrust parents and friends to sign an agreement with them. Some schools also providing students with employment subsidies, as long as students sign an agreement.

1.6 China's returnees' situation

Training and education affect employment adaptation where 71.4% believe that the current work and professional have a certain relevance. Whereas, 82.2% of Chinese students believe that their greatest advantage lies in their language advantage, and 79.5% of Chinese students believe that the advantages are: cross-cultural communication ability. Chinese students believe that studying abroad improves their ability. 89% of people agree that life Communication skills and 84.9% believe that cross-cultural communication skills. 84.4% of people think that their independent thinking ability significantly improved. 56.1% of international students with overseas internship experience. Among them, the internship time of less than a year, accounting for 28.1%.

2.0 ISSUES AND CHALLENGES

This section aims to illustrate the current state of research on factors affecting employability. The issues are derived by describing the gap between the current situation and the ideal situation, emphasizing the need to bridge the gap.

2.1 Educational activities

Regarding the overseas study situation of China students abroad, most China students are currently studying finance, economics, management, computer, and other majors. In 2021, the number of college graduates in China reached 1.067 million. According to the Frost Sullivan report, it is estimated that by 2022, 830,500 Chinese students will study abroad.

Many China students studying abroad is also one of the reasons for the increasing pressure of employment competition. Due to many returnee graduates with different abilities, local companies will not recruit returnees at will. They will increase the difficulty of recruiting students, or they will choose local graduates who are more familiar with China policies and national conditions.

2.2 Communication skills

Effective communication is one of the ways that education can penetrate deep into the knowledge of the students, allowing teachers and students to communicate and share ideas,

wisdom, and emotions (Bedwell &Salas, 2014). It further shows that having good communication skills is the only way for college students to find employment.

2.3 Language ability

China employers mostly believe that China students who graduate from Asia countries have poor English proficiency. There are many China students studying in Japan and Korea. Therefore, most universities there do not require China students to provide IELTS scores. Some schools offer language training in Japanese or Korean and students do not need to study English as a graduating requirement. Therefore, it is difficult to judge the actual English proficiency level of China graduates. Excellent English ability is a must for international students (Jang, 2017).

2.4 Industry attachment

Industrial training or better known as internship, has also been identified as important platform for China students to enter the industry with the latest knowledge, skills and strong ability. Many companies have taken their talent from this internship activity and are able to open more opportunities and space for students to get suitable jobs. China students who are abroad needed to undergo industrial training opportunities in the homeland country or abroad to increase their competitiveness among local graduates.

3.0 CONCLUSION

China students and graduates must find more and better opportunities to develop their professional competitiveness that include language proficiency, communication skills, and learning in order to improve their employment adaptation. For foreign students, English proficiency is an important winning factor. In addition, they also need to find for internship opportunities.

In a situation intense competition coupled with the speed of technological change, students from China need to learn more advanced skills and knowledge, and not necessarily confine themselves to the field of science and technology. The social science students also need to equip themselves with science and technology knowledge in the quest of adding their competitive value since almost all industries and businesses are currently moving towards making full use of artificial intelligence-based technologies, robotics and big data to compete and sustain in the long run.

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