

Management of Employment Quality Evaluation of College Graduates

Fuyuan Hu

Shanghai University

Corresponding Author: Fuyuan Hu

ABSTRACT: *The quality of employment of college graduates has always been the focus of colleges. Understanding the employment quality of college graduates is helpful to measure the accomplishment of the educational objectives of colleges and to understand the changing trend of graduates' employment. In addition, it is helpful for the government to classify, manage and guide the universities in order to provide necessary talents for the society. Our research is to sort out the existing ways of evaluating the quality of employment and put forward suggestions for management of employment quality evaluation of college graduates.*

KEY WORD: *college graduates; employment quality; evaluation*

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I. INTRODUCTION AND LITERATURE REVIEW

The management of the evaluation of the employment quality of college graduates is of great significance to the society. Firstly, it is one of the colleges' goals to transfer talents who can serve the society, and the ability of students to serve the society is reflected by the quality of employment. With the continuous progress and development of society, the demand for talents is also changing. The management of employment quality evaluation can show the changing trend of society's demand for talents and reduce the imbalance between social needs and the training of colleges. Secondly, graduates' employment quality is an important indicator to measure the level of a school. The management of the evaluation of the employment quality of college graduates can help colleges to understand their own shortcomings through vertical comparison, and provide reference for colleges to improve their educational philosophy and methods. In addition, the management of employment quality evaluation is helpful for the scientific evaluation of different majors, changing people's misjudgments about different majors to reduce the so-called "hot majors" and "cold majors". To sum up, the management of the evaluation of the employment quality of college graduates is helpful to the balanced development of disciplines, to prevent the occurrence of excessive or inadequate personnel training, and to achieve a better balance between the supply and demand of society and colleges.

The discussion of the concept of employment quality mainly goes through several stages: quality of work life, decent work and work quality. In the 1970s, the concept of quality of work life was put forward, whose basic idea is to consider human factors besides technology, emphasizing on paying attention to full and fair remuneration, safe working conditions, interpersonal relationships, job satisfaction, career development, employee rights, work and family life relations, etc. In June 1999, the International Labor Organization first proposed the concept of decent work. Decent work is committed to ensuring workers' voluntary, safe, equal and dignified work. It mainly includes labor principles and standards, providing opportunities for labor and employment, social security, social dialogue and tripartite mechanisms. In 2003, decent work was divided into six aspects: job opportunities, work under free conditions, meaningful work, work equality and respect, and work safety. In 2001, the European Commission put forward the concept of work quality and explained that it could be evaluated from two dimensions: job characteristics and broader labor market background. Work quality includes 10 aspects, including the inherent quality of employment, lifelong learning and career development, the overall economic performance of gender equality and productivity.

In addition to the concept of employment quality, scholars have also made constant exploration in the design of specific evaluation schemes for employment quality. After the concept of quality of work life was put forward, David et al. studied the content of quality of work life and believed that the evaluation of quality of work life should include participation in solving problems, adjusting work structure, providing innovative remuneration system and comfortable working environment.^[1] Howell et al. proposed that work income, insurance and welfare should be taken as indicators to measure the quality of work life.^[2] Beatson believes that it is one-sided to evaluate the quality of work life from a single dimension and should be evaluated from multiple dimensions.^[3] In 2003, Richard put forward an evaluation system of five dimensions and eleven indicators, covering salary and welfare, skill development, stability, work-life balance and working conditions.^[4] In the

same year, Bonnet proposed an evaluation scheme consisting of seven dimensions: labor market, employment, job position, job content, skill development, income level and representation. For the measurement of work quality, Morton started with the regional small and micro enterprises, believing that 10 indicators of safety and health, human resources, management organization, labor relations, income level, working hours, gender, safety and insurance can be used to carry out research.^[5] Gallie proposed that skills development, autonomy and teamwork, obligation fulfillment, safety and welfare, and opinion expression could be measured.^[6]

Previous studies on the evaluation of employment quality can be used for reference, but there are differences between the evaluation of general employees' employment quality and college graduates' employment quality. Employees are an instantaneous role of college graduates after many employment choices, but the concept of college graduates' employment should be more extensive. If participation in a job is equal to employment, then students who choose to go to higher education will be excluded from the scope of the survey. The proportion of college graduates continuing to pursue further education is constantly increasing and it is impossible to show the true educational level of college by making evaluation after excluding the students who go to higher education. Students choose to pursue further education in order to meet the needs of society, and the original intention of the management of the evaluation of the employment quality of university graduates is to serve the society. Therefore, the evaluation object should include and must include students who pursue further education. The above situations lead to the fact that the evaluation method of the employment quality applicable to the general staff can not be simply applied to college graduates.

1.2 Research Objectives

The objective of the research is to sort out the existing ways of evaluating the quality of employment and put forward suggestions for management of employment quality evaluation of college graduates

1.3 The Present Situation of Management of Employment Quality Evaluation of College Graduates

Firstly, lack of uniformity in evaluation criteria and evaluation indicators. Scholars' research is carried out from different dimensions, and there are great differences in both evaluation indicators and evaluation criteria. This differentiation makes it difficult for students, schools and society to compare the quality of school education horizontally through the evaluation results. If colleges introduce evaluation programs separately, the evaluation of their own teaching quality inevitably tends to be subjective, and it is difficult to find their own problems from the evaluation results, which is not conducive to mutual learning among colleges and universities. Secondly, the evaluation process and results lack fairness and impartiality. The quality of employment in colleges will have a great impact on their reputation and enrollment. In order to improve their own employment evaluation, the data released by colleges may be untrue. When choosing indicators, it is possible for colleges to adopt indicators that can have a positive impact on themselves while ignoring indicators that have a negative impact on themselves. Thirdly, keep one-sided understanding of the concept of employment and lack of comparability among majors. At present, many colleges are not aware of the particularity of the evaluation of the employment quality of college graduates, but equate employment with participation in work, ignoring the diversified future development direction of students such as further education, entrepreneurship and so on. There are great differences between students of different majors in whether they are going to work or go on to further education. Equivalent employment with participation in work will lead to objectivity of evaluation results among majors. Therefore, to evaluate the employment quality of college graduates, we need to consider the differences between majors and respect the differences of students' employment modes.

1.4 Suggestions for management of employment quality evaluation of college graduates

Improve the operability of evaluation. Operability is the basis for evaluation to proceed smoothly, so we should pay attention to whether evaluation is easy to operate. Previous scholars have put forward many evaluation schemes, which are difficult to practice due to the lack of operability and made the employment evaluation of college graduates break through in theory, but difficult to follow up in practice. Besides, the objective authenticity of the evaluation results is affected by the factors such as the rationality of the selection of indicators and the feasibility of the evaluation procedure. Therefore, evaluation management should follow the principle of operability, be concise in the selection of indicators, and evaluate the quality of employment with appropriate number of indicators. In addition, both subjective and objective indicators should be used to make the evaluation not only convenient for statistical analysis, but also able to reflect the information of perception. As far as possible, the third party should be used to collect and publish data so as to avoid the unobjective evaluation caused by the dominant evaluation process of individual colleges.

Enhance the comprehensiveness of evaluation. The purpose of constructing the employment quality evaluation program for college graduates is not only to evaluate the students, but also to serve the society, so that colleges and universities can understand their own shortcomings in student training. Therefore, it is necessary to consider whether the evaluation scheme is universal. In the evaluation procedure, identical

statistical time points are determined to exclude the differences caused by different statistical nodes. To put forward a comprehensive and balanced evaluation system is helpful to improve the practical value of the program. Different universities have different characteristics, school-running concepts, educational objectives and major differences, so it is necessary to understand the similarities and differences of different colleges and the development characteristics of different majors. In the selection of indicators, the similarities and differences among different categories of colleges should be considered comprehensively, and the similarities and differences among different majors of the same colleges also should be considered. We suggest that the evaluation indicators should be divided into two levels, and the first level indicators should cover the direction of students' development comprehensively, so as to realize the classification of students' employment situation. Secondary level indicators are used to reflect differences and achieve the stratification of the employment situation of students, in order to improve the scope of application of evaluation management programs. Based on the principle of comprehensiveness, the evaluation needs to grasp the connotation of the quality of employment of college students from different perspectives and incorporate the orientations of employment in foreign countries, further education and independent entrepreneurship. For the students who participate in the work, we should not only evaluate the initial employment conditions, but also consider the short-term and long-term development. In the past research on evaluation management, both objective and subjective indicators have been used. We believe that only by using two kinds of indicators at the same time can we comprehensively evaluate the quality of employment. It is relatively easy to collect objective indicators such as the ranking of higher education schools and the types of employment units. The evaluation results of objective indicators are authentic and have strong persuasion and credibility. However, objective indicators attach importance to results and ignore the measurement of process and development. Therefore, only evaluating from objective indicators will lead to the neglect of students' long-term development and subjective feelings. Subjective indicators can be used to evaluate the process and development, and to judge the hard-to-quantify indicators such as learning opportunities and career development. However, subjective indicators are easily influenced by personal characteristics. Therefore, only adopting subjective indicators will lead to the distortion of evaluation results, which is not convincing. By incorporating long-term development indicators into the evaluation system, we can ensure a more comprehensive evaluation of the employment quality of college students.

Improve the scientificity of evaluation. The evaluation results of the employment quality of college graduates will have a great impact on the reputation, social status and enrollment of colleges. Besides, it is of great significance to the government, society and individuals too. Therefore, the evaluation design should be scientific in order to be credible. We should maintain a scientific and rigorous attitude in the selection of indicators, the acquisition of data, the procedure of operation and the method of calculation. The selection and quantification of indicators should be reasonable to ensure that the results can not only objectively evaluate the quality of college students' employment, but also be convenient and feasible. Only when the data are objectively and fairly obtained can the analysis results reflecting the reality be obtained on the premise of the data being true. Thus, the evaluation process should be fair and impartial and the scientific nature should be guaranteed through the same quantitative calculation scheme.

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