

An Analysis of the Factors Affecting the Employment Quality of Southeast Asian Overseas Students in China and the Ways to Improve It

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Abstract: Since the “the Belt and Road” initiative was put forward in 2013, Chinese universities have attracted and accepted more and more foreign students. One of the difficulties in the education of foreign students is how to help them find employment in China. Southeast Asian students in China love Chinese culture, but their understanding of Chinese culture is not deep and comprehensive enough, which affects their cultural adaptation and employment in China. Under the increasingly severe employment situation, the employment quality problem of college students is often covered by the employment quantity. Ensuring and improving the employment quality of graduates is the basis for the survival and development of the school, which is more related to the career development and life happiness of every graduate. This paper has important theoretical and practical significance for improving the employment quality of overseas students in China by deeply understanding the employment quality of college students, analyzing the factors that affect the employment quality, and constructing employment quality evaluation indicators.

1. Introduction

In the era of knowledge economy, human resources, as a kind of sustainable development resources, are receiving more and more attention from countries and regions^[1]. How to attract and gather a large number of outstanding talents to meet the needs of national economic construction and social development so as to stand out in international competition has become the consensus of all countries^[2]. The region provides a good market environment for talent development, which can not only retain local talents and prevent brain drain, but also attract talents from other regions to develop, forming a talent gathering effect^[3]. Therefore, it can revitalize the regional economic development and promote the sustainable economic and social development of the region. With the launch of the “the Belt and Road” initiative, China has attracted many overseas students from Southeast Asian countries to study in China, which has also brought about the graduation and employment problems of overseas students^[4]. However, at present, colleges and universities focus on providing teaching conditions for international students, such as improving living service facilities, equipping teachers and setting up professional courses, but lack attention and research on employment^[5]. Therefore, it is of practical significance to study the employment quality of overseas students^[6]. The factors that affect the employment quality of international students mainly include salary, interest, region, stability, cost, etc. The main reason for these factors is the serious problems of college students' employment values, which leads them to regard these factors as too important, which is not conducive to their own development^[7]. Therefore, college students should adjust their employment values, not only by salary, location, stability, etc., but also by choosing jobs reasonably according to their actual situation and social needs, so as to enhance their own values and promote the rapid development of market economy^[8].

2. Analysis of the Relevant Factors Affecting the Employment Quality of College Students

Employment quality refers to a comprehensive category of the advantages and disadvantages of the specific conditions of combining workers with means of production and obtaining remuneration

or income in the whole employment process. It reflects an important indicator of college students' employment status and is an indispensable part of employment activities^[9]. With the change of students' ideology and social concept, the problem of difficult employment for college students is becoming more and more serious, and the quality of employment is also an important issue we face^[10]. The employment rate of fresh college students has also become a judging indicator to measure the completion of their guidance or teaching work, which has brought great pressure to colleges, teachers and students^[11]. With the development of the new era, college students' requirements for employment quality have also changed when choosing jobs, and higher requirements have been put forward for their post-employment development^[12]. For a country, the employment quality is the embodiment of its labor market operation ability and resource allocation efficiency. No matter from which angle, the employment quality is a more important evaluation index than the employment rate^[13]. Therefore, it is necessary to strengthen the discussion on the influencing factors and countermeasures of employment quality in order to promote the continuous development of the national economy (Figure 1).

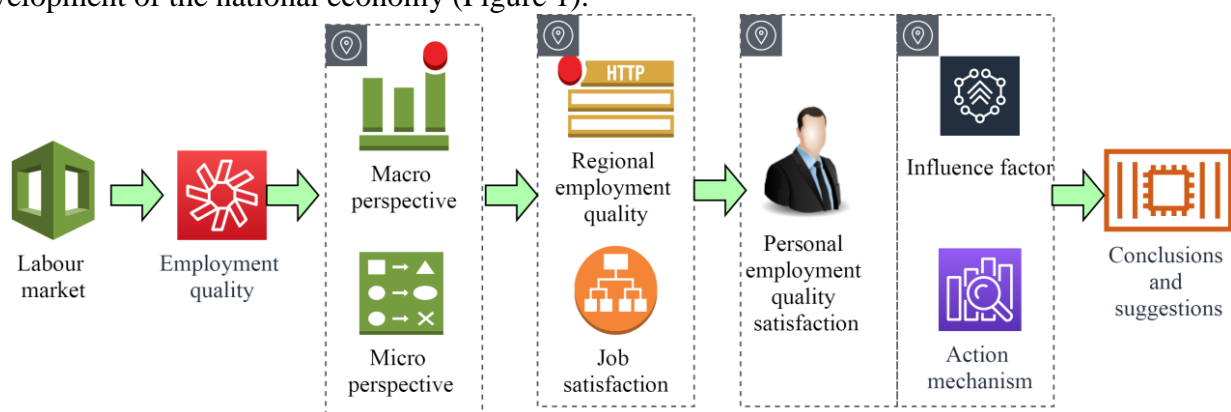


Fig.1 Analysis of Factors Affecting Employment Quality

The factors affecting employment quality can be roughly divided into the following aspects:

(1) Salary and welfare, job stability. The income level of workers is the core to measure the quality of employment. The “labor reward” of a graduate's employment directly reflects the return level of his human capital investment, and it is the embodiment of his own value. A stable job ensures the recent material gains and future career development to a certain extent, so the job stability is closely related to the quality of employment.

(2) Developing space, hobbies and professional counterparts. As a group of college students who have received higher education, compared with other labor groups, they are more eager to realize their personal value. When evaluating the employment quality, they mainly consider whether the unit has provided a clear career development plan and career development channel. In addition, hobbies and professional counterparts are also important factors affecting the quality of employment.

(3) The employment value orientation is unitary. Because the social evaluation system compares the advantages and disadvantages of professional values, it is difficult for talents in some inferior industries to give full play to their talents. Most students choose jobs with few job positions to apply for. They do not fully analyze their talents and lose the opportunity to work in their own positions.

(4) Adaptability to regional culture. Few regions in the world, like Southeast Asia, can be viewed both as a whole in a geographical sense and as a “cultural kaleidoscope” - the coexistence of complex, diverse and distinctive cultures. The employment of Southeast Asian international students is not only under the pressure of college graduates, but also under the pressure of language adaptation and cultural belonging.

3. Evaluation Indicators of Employment Quality

The employment quality, as an important indicator to measure the comprehensive school running

ability of colleges and universities, can make up for the defect of measuring the employment level of colleges and universities only by the “initial employment rate”, which is helpful to reform the talent training program, adjust the specialty settings, and realize the integration of specialty training and market demand. Secondly, as the core index to evaluate the employment situation of college students, the investigation of employment quality can help college students to recognize the employment level and adjust their work status. Finally, under the scientific employment quality evaluation index system, by analyzing the influencing factors of employment quality, we can put forward targeted countermeasures and suggestions to improve the employment quality, help students at school or graduates who have worked to enhance their employability and improve their employment competitiveness. The purpose of establishing this evaluation indicator system is to apply, so the operability and accessibility of indicators should be considered when selecting indicators for later use. Based on the summary of previous studies, the frequency of employment quality evaluation indicators is summarized from more than 100 references collected, as shown in Table 1.

Table 1 Indicator Usage Survey

Index name	Probability of use
Remuneration	0.5
Working stability	0.9
Professional counterparts	0.27
Career development prospects	0.82
Employment satisfaction	0.77
Labor protection	0.49
Industry development prospect	0.84
Work safety	0.39
Corporate culture identity	0.81
Work environment	0.65

After determining the evaluation indicators and their system levels, it is necessary to calculate the weights of each indicator. In previous studies, most of them were determined subjectively by researchers. In this paper, the analytic hierarchy process (AHP) is used to combine subjectivity with objectivity to achieve the scientific, reliable and practical weight setting (Table 2).

Table 2 Weights of Evaluation Indicators Relative to the Overall Goal

Indicator layer	Employment conditions	Work environment	Labor relations	Social security	Weight
	47.36%	23.55%	14.02%	10.36%	
Remuneration	58%	-	-	-	27%
Working hours	20%	-	-	-	6%
Working stability	12%	-	21.14%	-	7%
Train	9%	-	6.45%	-	5%
Work environment	-	27.36%	10.25%	3.34%	4%
Career development prospects	-	37.25%	-	10.25%	10%
Fringe benefits	-	41.26%	-	35.14%	17%

Each index in the evaluation index system is divided into 3 to 5 levels, and each level is given a standard explanation to make the standard quantifiable. Secondly, determine the score. The full score is 100%. Determine the score of each indicator according to the weight. Assign corresponding scores according to the different standard numbers contained in each indicator. At the same time, in order to simplify the calculation, each score is rounded to the nearest integer to obtain the employment quality score of college graduates. Finally, determine the specific employment quality scoring standards and grades. The design of evaluation standards is to provide a unified measurement standard for each evaluation indicator. This measurement standard can measure the score of an individual, unit, industry or region on this indicator, and then obtain the employment quality score.

According to the data in Table 2, the evaluation indicators of employment quality of overseas

students in Southeast Asia studied in this paper are mainly divided into two indicators: job satisfaction and wage level. Job satisfaction mainly reflects the individual's comprehensive subjective feelings about the current job's salary and welfare, interpersonal relationship, job challenge, job development and job significance, etc. The salary level reflects the objective status of the actual income of the individual's current job. According to these indicators, we can improve the employment quality of overseas students in Southeast Asia from the following two aspects.

(1) From the individual level, college students should improve their personal abilities and qualities in an all-round way and accumulate more employment capital. Try to learn professional knowledge well, and really have a skill. Rational social capital investment should improve the ability of interpersonal communication, social adaptability and teamwork. Make full use of social resources, such as academic, professional and geographical resources, build a social network, and improve the level of social capital accumulation. Actively understand Chinese culture and enhance cultural adaptability.

(2) From the school level, colleges and universities should strengthen guidance and create more employment conditions. Colleges and universities should strengthen the reform of teaching contents and methods, and teach students more knowledge and skills that meet the needs of society. At the same time, we will continue to guide students to improve their learning ability, practical experience and employment ability around future career development.

(3) From the social perspective. In the era of globalization, cultural adaptation is an inevitable topic for people who have entered a foreign culture. When foreign students leave their motherland and begin to contact another heterogeneous host culture, the national policies and social culture of the country should be inclusive, increasing the opportunities for Southeast Asian students in China to communicate with Chinese people. Under the premise of considering religious beliefs, we should implement nondifferential (convergent) management, that is, international students and Chinese students should mix classes and live together.

4. Conclusions

The employment quality of college students not only has a direct impact on the development of graduates, but also relates to the reputation and future development of colleges and universities. In the long run, it is also related to the harmonious development of society and the implementation of the national "talent power" strategy. Therefore, we should carefully analyze the main factors that affect the employment quality of college students, so as to provide an important reference for improving the employment quality of college students, the quality of talent training, and clarifying the direction of college students' efforts during school. This paper first summarizes the relevant theoretical research on employment quality and its influencing factors, and then analyzes the employment quality evaluation indicators of college graduates, and conducts empirical research. It analyzes the overall situation of the employment quality of college graduates and the specific conditions of each indicator. Finally, through the analysis of the factors affecting the employment quality of college graduates, it puts forward relevant suggestions to improve the employment quality of college graduates. In a word, promoting employment quality and realizing decent work will be the key work to promote social development, improve people's livelihood and promote a harmonious society in the future.

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