

Determination Index Studies on Employment Difficulties of College Students on Campus

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Abstract

A scientific determination of the employment difficulty of college students on campus is essential for the college to grasp the best time to help the students, effectively distribute the educational resources, and thus fully promote the employment of the college graduates. Because of the lack of the unemployment facts, and the employment difficulties vary from student to student, it is suggested to combine the measures of experience inference and the dynamic appraisal to determine whether the college students on campus have the employment difficulties.

Key words: Employment difficulties; College students on campus; Determination

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According to the “Investigation on social demand and education quality of the year 2009-2011 college graduates” by Mycos company, the employment rate of the college graduates of the year 2011 was 90.2% in half a year after the graduation, the year 2010 89.6%, and the year 2009 85.2%, on one hand, the data is more satisfying than the statistical data collected by the Ministry of the Education at the time of their graduation, and the number has the trend to increase each year, which gives the society and the students more confidence on the employments. On the other hand, it shows that there are a considerable number

of graduates who have employment difficulties every year and they need the employment aid before and after leaving the school. It is crucial and urgent to find how to predict the students on campus with potential employment difficulties, how to define “employment difficulties”, and how to use the educational resources more effectively, etc..

1. THE DIFFICULTY TO DETERMINE THE EMPLOYMENT DIFFICULTIES OF COLLEGE STUDENTS

We need to know what is “employment” first before we could define “employment difficulties”. The college student employment and the college student employment rate are two different things. At present, the employment rate given by the colleges includes not only the students who have signed with an employment units, but also the students studying abroad, the students getting postgraduate study, the students who set up their own business, the students who joined the army and the other flexible employment cases. The definition of college student employment in this paper means a social activity that the college graduates with labor capacity gain the rewards by doing legal work, so the students must get a real job and get the payment.

Employment difficulty means a status in which the college students are in an inferior position in the employment competition, and could not get employed successfully. The word “employment difficulty” is a result-oriented word, which means that to determine if a student has employment difficulties can only be defined by the fact that a student cannot successfully be employed. However, if we wait until the graduation time to determine that a student has employment difficulties because he could not find a job on graduation, we will miss the best time to help the students. For the colleges, there exists the problem of time difference, moreover, throwing a

great number of college graduates who are unsuccessfully employed to the society is an irresponsible behavior.

Employment is a relative concept, difficult or not, it is not an absolute concept. The evaluation of the employment difficulty is relative and dynamic. Relative, means there needs a reference object, with regard to the outside environments, the appraisals of the employment are different in different years, different regions, different colleges; with regard to the campus environment, employment means competitiveness, and the employment difficulty is a result of the comparison among the students; with regard to the college students, their employment choices and capacities are dynamic and are able to develop sustainably. The employment difficulty level depends on the self progressing or regressing level, comparing the present with the past, and the future with the present.

Therefore, the determination of employment difficulty of the students depends on two things. First, the unemployment facts are missing in the basis of the determination. Second, regarding to the determination standard, it is relative, and changing, varies from person to person.

2. INVESTIGATE THE BASIC THOUGHTS AND METHODS OF THE DETERMINATION INDEX SYSTEM

The most fundamental basis to determine the students having employment difficulties is their unemployment facts. Regarding to the college students on campus, they do not have unemployment facts, but we still have to make judgments that they have employment difficulties. In this case, we could adopt the rules and measures of the experience inference and the dynamic appraisal.

Now that the “employment difficulty” has a sense of a result, the basic thought to ensure the basis of the determination is to start from the result, that is, the graduation meaning the unemployment, to find the common problems and the general characteristics in the college students on campus having employment difficulties in history. Meanwhile, we can refer to the measures that the government use to determine the employment difficulties of social members to form a determination index system of the employment difficulties of the college students on campus, clarify which groups of students have these common problems and their general characteristics. In the process of determination, we also need a dynamic appraisal and properly adjust the measures. At last, in the typical group, we need to predict the employment difficulties in a dynamic way considering both the reality of students and the employment situation. In this way, we could more effectively help the students.

2.1 Clarification of the Causes of the Employment Difficulty of the Students

To find the causes of the student unemployment difficulties, we have investigated the students who are unemployed after graduation in three consecutive years. The unemployment does not necessarily mean the employment difficulties, but the causes of the unemployment can be the causes of the employment difficulties at the same time. Therefore, our investigation started from the causes of unemployment of the students. 20 samples are selected from the unemployed students and the instructors of the graduation classes, and they are interviewed. We selected the high-frequency words in these interviews, made the questionnaires, and distributed 300 questionnaires among the unemployed students and the instructors of the graduation classes, and get back 262 valid ones.

The investigation on the instructors shows, the causes of the unemployment of the graduates can be categorized into two aspects. First, “the active unemployment”, including the cases “my family will help me to find a job”, “go traveling before getting a job”, “going abroad”, “going to get postgraduate study”, and the instructors think that students that fall under this category take up 18.5%. Second, the “passive unemployment”, including (put in order according to their proportions) the narrow employment area of a specialty, bad performance in studying, too high an expectation, low self estimation, inferior communication ability, inferior ability of pressure resistance, lacking of job-hunting skills, and so on.

The investigation on the unemployed students shows that 15% of the students fall into the “active unemployment”. For the causes of the “passive unemployment”, the first five reasons are the following: the limited family social resources, no social network, narrow employment areas of the specialty, the low famousness of the college, less developed regions, and lacking of job-hunting skills.

By analyzing the results of the investigation, we could find that, first, the major causes of the employment difficulties can be categorized in five aspects: the market demand, social resources, employment concepts, employment competitiveness, and the job-hunting capacity. The combination of the five elements influences the employment trend of a student. On the other hand, the students are more likely to complain the outside environments than instructors.

2.2 The Typical Experience and Practice that Can Be Referred to

In April of 2011, Guiyang city has made amendments on “Measures for the determination of the employment difficulty members of Guiyang”. The new measures have expanded the scope of the employment difficulty members, covering five groups of college graduates as

the social employment difficulty members: the urban zero employment families or college graduates from the lowest living security families, the college students who have applied for the student loans in his college years, college graduates whose one parent or two parents has the “disability card” or who himself has lost the labor capacity or has the disability card; college graduates whose families have big events or disasters during his/her college years and have been determined as the social support members, and the college students who have not been employed and registered as unemployed members.

In 2007, Tianjin has issued “Suggestions about implementing the employment aid to the difficult groups”, in which the laid-off and unemployed workers who have Tianjin city household registration and the employment ability in their legal employment age, are determined as the aid objects and enjoy the aid policies. There are ten groups of the employment difficulty groups: 4050 members, members from zero-employment family, members from low security family, long-term unemployed members, members lost parents, members aged less than 25 years old, never married members, members who have to support seriously injured linear family members, single-parent families, and the members after releasing upon completion of a sentence.

In December of 2011, Qingdao government issued “Notice on implementing more positive employment policies and well preparing the urban-rural employment work during ‘the twelfth five-year plan’ period.” The notice said that, during the twelfth five-year plan period, Qingdao would further complete the determination system of the employment difficulty members, including the elder members, disabled members, members living with lowest living security, unemployed for more than one year, and members losing lands.

Other cities have also issued the determination rules related to the employment difficulty members. From these determination rules, we could find many common characteristics: having unemployment facts, willing to be employed, low competitiveness, limited social resources, and families with economic difficulties. We could draw lessons from these measures and rules to help determine the employment difficulties of the college students on campus. Although, there are no “unemployment facts” as the determination basis with regard to the college students, but the students who have lower competitiveness, social resources and family financial difficulties are sure to be in an inferior position in the job hunting.

3. DETERMINATION INDEX SYSTEM AND METHODS OF THE EMPLOYMENT DIFFICULTY STUDENTS

By investigating the causes of the unemployment of the college graduates and referring to the determination measures of different regions on the employment difficulty members, the determination of the employment difficulty of the college students on campus can refer to five indexes: market demands, social resources, employment concepts, employment competitiveness, and job application ability. Market demands mainly investigate the general employment trend of the college and the specialty employment opportunities in the year; social resources investigate family financial situation and family backgrounds, employment concepts investigates the employment project, employment competitiveness, and the job application ability; employment concepts investigate employment project, employment cognition and expectation; employment competitiveness investigate the ability in the interview and self-promoting. The students with family financial difficulties, the minority students, female college students, and disabled students, these groups have a general low level on the indexes, and have more difficulties in the employment.

The index means the instructions and the references in a macroscopic level, and is a maximum probability event. In the process of determination, it should be adjusted properly in accordance with the actual conditions of the school and the students. We could combine the qualitative and quantitative measures, and set up self evaluation, instructor evaluation, and evaluations among students. In the first and middle period of graduating year, we should investigate comprehensively the employment levels of graduating class. According to the causes of their employment difficulties and willingness, we can offer students who have employment difficulties the employment aid in areas of finance, position, information and training.

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