

# Educational Administration Enhancing Graduate's Competency Employability in Business Vocational Colleges under Chongqing Province

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## ABSTRACT

The objectives of this research were to propose a model for educational administration enhancing graduate's competency employability in Business Vocational Colleges under Chongqing Province, the People's Republic of China. This study adopted a mixed methods research design. This topic combined an in-depth interview and questionnaire survey for comprehensive data analysis. The key respondents were 17 managers obtained by the purposive sampling method. Data were collected by in-depth interview with semi-structure questions and the collected data were analyzed by content analysis. The results of the analysis showed that the tree of the graduates' employability model affecting graduates' employability for the school education management included: 1) school-enterprise cooperation, employability cultivation, strengthening connotation construction, semi-structure and teaching management, highlighting employability cultivation; 2) ordering professional settings; 3) integrate teaching design of post and class certificate, the teaching mode implementing the "academic certificate + several vocational skills level system; 4) guarantee the investment of teaching funds, improve the teaching level of teachers and practical teaching experience; 5) improve career planning; 6) career tracking and guidance function.

**KEYWORDS:** Educational administration, Enhancing graduate's competency, Employability, Business vocational colleges, Chongqing Province

## Introduction

Since July 2018, the Central People's Government of China has responded to the intensifying trade friction between China and the United States. The international environment has changed significantly, and the economic performance has been stable with changes and worries. The central government has reviewed the situation and taken

precautions. It has made a clear decision to stabilize employment, the financial sector, foreign trade, foreign investment, investment and expectations. It has taken the "six stabilizations" as the basic requirement for making progress in achieving economic stability in China. The "six guarantees" are: employment, basic people's livelihood, market entities, food and energy security, stable industrial and

supply chains, and grassroots operation (Chen Chen, 2020).

In addition to providing talents for the society and serving the local economy, the functions of colleges and universities are more important as the key link of transferring talents to the society. Harvard Commission. (2010) a clear understanding of the specific factors affecting the employability can we develop better teaching objectives, organize and manage teachers, mobilize students' learning enthusiasm, strengthen employment education, and improve the effectiveness of school culture. Only in this way can the employability of college students be better improved (Ji Xiaojun, 2017).

The number of college graduates in China has been rising year by year, exceeding 7 million for the first time in 2014, reaching 7.27 million. An increase of 220,000 over 2014 in 2015; an additional 160,000 in 2016; 10 million by 2022 (Max Institute, 2021). An important issue behind this set of rapidly increasing figures is the increasingly severe situation of college employment for students. How to improve the employability of college students is an important issue related to the national economy and people's livelihood and the sustainable development of higher education. With the deepening reform of China's economic system, fundamental changes have taken place in the employment market of college graduates. Employers have high requirements on college students and tend to recruit candidates with practical experience. This phenomenon is mainly caused by the lack of career choice and career development ability of college students and the lack of targeting the development of college students' employability (Chen Yong, 2010). For the lack of college students to develop employability as the goal. The interaction

mechanism between the school and the industry is mainly based on the employment practice, the teacher evaluation mechanism is mainly based on the evaluation of the scientific research ability, the teaching link lacks the implantation of the employability, the effect of the practical education link is not ideal, and so on. The existing internal system and mechanism of colleges and universities lead to the emphasis on the cultivation of theory, but neglect the cultivation of students' employability. In fact, employers' demands for vocational positions are based on ability, while colleges and universities still pay more attention to the teaching of professional theoretical knowledge, and ignore the cultivation of professional abilities such as professional attitude and professional quality (Chen Shusheng, 2007).

China Employment Strategy Report 2008-2010 refer the employment problems of college graduates, and believes that the main responsibility for the lack of employability of college graduates at present lies in colleges and universities. The report points out that due to the irrationality in the specialty setting and the design of students' ability training programs in colleges and universities, the actual employability of undergraduates is significantly different from the expectations of the industry (Li Bin, 2010).

Therefore, the match between college students' employability and social demand is not a permanent one, but a dynamic and continuous evolving cycle, involving social demand, college students' employability, college students' training mechanism and other factors, which requires the joint efforts of universities, employers, college students, government and other subjects. (Sun Jin, Chen Fuqiang 2016)

Based on the research results of local and international employability promotion, this paper compiled a preliminary questionnaire on the factors affecting the employability of students in Chongqing Vocational College of Commerce through field interviews. Based on the actual situation and problem solving, the structural model of college students' employability is composed of three main components: knowledge, ability and quality. It is hoped that this research paper can be helpful to how to improve the management and guidance development mode of students' employability in Chongqing Vocational College of Commerce (Sun Jin and Chen Fuqiang , 2016)

From the above analysis, it is not difficult to find that the influencing factors of graduates' individual employability include intrinsic quality (research on college education and management, including educational goals and strategies (higher education strategies), employment guidance, employability training included in the curriculum, teacher education and teaching ability, school evaluation and encouragement, etc.). School-enterprise cooperation degree, career planning guidance, campus culture construction (influencing factors) and external environment (government policies, social enterprises and family support). The external situation includes the external environmental factors that affect the employability of college students, including the government's market economy situation, employment preference of social enterprises, and the support of individual family growth environment.

### **Purposes**

To propose a model for educational administration enhancing graduate's competency employability in Business

Vocational College under Chongqing Province, the people's republic of China.

### **Benefit of Research**

Administrators provide policy support management, design courses and courses, and student activities to enhance student employability.

Teachers improve teaching skills to improve students' employability, continue professional development to develop strong teaching talent, develop students with ability, In-depth interview of Educational Administrators and Management level staff totaling 17 people with Purposive sampling), Focus group discussion by Qualified people of 9 people for confirm a Model for verify model .

For students, the results of this study can help them find the direction and Angle to improve their employability, so as to make clear career goals and study plans.

### **Research Process**

Step1: Through literature review and content analysis of relevant studies, the influencing factors and policies of employability enhancement are studied.

Step2: Conduct in-depth interviews with targeted sampling. 17 key information providers are managers.

Step3: Formulate and analyze the questionnaire of influencing factors of employability, and design the "Tree of the future" employability enhancement model

### **Population and Key informants**

1. The interviewees are administrative personnel and teachers who have worked in the 2022 academic year. Through targeted sampling, 17 administrative personnel and senior teachers are interviewed in depth. The selection and focus group discussions of key informants with more than 3 years of

management experience were guided and modified by 9 experts.

### **Instruments**

1. Interviews in semi-structure
2. Focus group discussion

### **Data analysis**

(1) Conduct content analysis on the frequency in-depth interview data.

(2) The focus group discussion was conducted by the researcher, and the discussion theme was "Employability Enhancement of Chongqing Vocational College of Commerce".

(3) The experts spoke freely in the discussion on a free and voluntary basis.

### **Conclusion and discussion**

Conduct content analysis on the frequency of 17 key informants (Frequency total 17)

1. College background in student employability enhancement

1.1 Set up public foundation platforms to enhance individual foundation competencies and professional cluster foundation platforms to enhance individual key competencies (12)

1.2 Universities offer career guidance courses (optional/compulsory) and set up module courses for vocational positions (11)

1.3 Schools set up career guidance service centers and follow up files on student employment (10)

2. The light of employment situation of graduates, what are the factors that affect the employability of students. (Talk mainly in terms of schools and families)

2.1 School teaching management, teaching model (organic link between theory-case-practice and employment), and evaluation of teaching quality (15)

2.2 Curriculum (logical sequence of the curriculum, rational distribution of theoretical and practical hours) (13)

2.3 Quality of teachers in schools, level of teaching skills (teaching ability, teaching art, business experience), family environment in which students grow up (personality of family members, educational background), interests (professionalism, artistic specialties, labor awareness) (12)

3. Employability skills should students have in relation to graduate employment?

3.1 Personal honesty and integrity, willingness to learn, innovation, hard-working, rigorous and realistic (13); good language and written expression and communication skills (14)

3.2 Self-management skills, self-change skills; problem analysis and problem-solving skills (12);

3.3 Ability to retrieve information, summarize and organize information (10); spirit of inquiry, lifelong learning; teamwork, communication skills (10);

4. The three core 21st century skills important to students' employability in the most important.

4.1 Basic qualities (literacy, numeracy, scientific literacy, ICT literacy, financial literacy, cultural and civic literacy) (15)

4.2 Qualities (curiosity, initiative, perseverance, adaptability, leadership, social and cultural awareness) (15)

4.3 Competencies (critical thinking and problem-solving skills, creativity, communication and collaboration skills) (11)

5. School management be used to develop or enhance students' core 21st century employability skills

5.1 Establish an evaluation system that combines on-campus performance assessment with enterprise practice

assessment and process assessment with summative evaluation (12)

5.2 The introduction of third-party assessment by means of an information-based platform for professional examinations; the full implementation of project-based teaching guided by the concept of "student main body, competence-based and engineering as one" (10)

5.3 Set up module courses for vocational positions, rely on industry enterprises to develop standards for employability requirements; use case teaching method, etc. to integrate Civic and Political elements into professional courses and professional elements into Civic and Political courses (9)

6. Suggestion for families to improve their students' core competencies for employment.

6.1 Increase the habit of going on outings to develop brave and positive qualities (15)

6.2 Increase students' participation in physical work at home to develop a healthy body and physical fitness (14)

6.3 Exercise brave and positive spirit of exploration through sports \ Create a good family atmosphere, communication style, career goal setting (10)

7. Suggestion for schools to improve employability both advice on curriculum,

education and teaching or student activities to improve the employability of students.

7.1 Establish off-campus internship and training bases in order to provide stable internship sites for students and build a practical platform for enhancing employability (15)

7.2 Establish on-campus internship and training rooms; meet the needs of professional clusters for course teaching and students' internship and training, and provide strong support for professional clusters to cultivate technically skilled talents (14)

7.3 Set up a modular curriculum system of public foundation platform plus professional group foundation platform plus professional direction module plus professional development module plus quality development module, implement "big professional in, small professional out" personalized talent training, course content and X certificate integration The curriculum content is integrated with the X certificate, and the training system is based on the objective of cultivating aesthetic and humanistic qualities and building a comprehensive training system of moral, intellectual, physical, social and aesthetic skills to enhance the employability of graduates(10).

**Table 1:** Create components of the employability Enhancement development model

Item	Content Analysis to create model		
	Input	Process	Outcome
1. Literature review and related research	The employability component is 1) Basic ability 2) Core competence 3) Personal quality	1. Employability education 2. Professional knowledge learning 3. Lifelong learning attitude 4. Teamwork training	1. Acquisition of knowledge 2. Skill formation 3. Quality improvement
2. In-depth interviews (17 administrators and teachers)	1. Focus on the relationship between college students, family and society 2. Combine performance assessment with enterprise 3. Integrated course	1. Professional certificate examination 2. Management improves teaching effectiveness 3. Business practice 4. Teamwork training	1. Acquire practical knowledge 2. Communication skills, teamwork, 3. Innovation and problem-solving 4. Good physical, ideological and moral quality
3. Focus group discussion with 9 experts	1. Government policy support 2. Improve the management of school employment services 3. Enhance teachers' teaching ability 4. Implement school-enterprise cooperative teaching 5. Provide practice bases inside and outside the school	1. Focus on guiding college family relationships 2. Provide a team entrepreneurship platform 3. Create engagement 4. Attach importance to the stimulation of communication and coordination ability 5. Follow up on pre-job internships	1. Acquire employability 2. Maintain employability

The concept of this model is outlined below.

1. The influencing factors of graduates' employability are influenced by school education management, family living environment and government guarantee.

1) Educational management. It involves the strategic setting of the school's talent training objectives, which is directly reflected in the setting of the curriculum

system, the teaching model of teachers, the level of teachers' individual teaching ability, to ensure that enterprises participate in the key links of the school's talent training. In the same proposed by Chen Yong. (2010) if colleges and universities can introduce enterprises to participate in the curriculum system setting and planning, employment ability training tracking guidance services, so as to better enhance the practicality of what students have learned in school.

First, the curriculum of colleges and universities. We should strengthen the connotation construction and teaching management, and emphasize the cultivation of vocational ability. In the personnel training program, related with Li Bin (2010) pay attention to the embedded involvement of employability, and strengthen the construction of employment guidance team by establishing employment guidance institutions. We will fully mobilize and integrate the sharing of scientific and educational resources among universities, research institutes and enterprises, promote the cooperation between universities and enterprises and the mode of in-depth cooperation between universities and colleges, and further form a whole-process and all-inclusive employment personnel training system this main point to relate with Guilbert L, et. al (2016) for employability enhancement for student

Second is the teaching model. "Qualifications plus a number of professional skill level certificate" pilot (1 plus X) system, according to the standard and professional skill level professional teaching standards, the certificate training content organic professional talent training plan, optimize the curriculum and teaching content, exploring the related professional examination and assessment of synchronous test (evaluation) professional skill level. Refer from Mariano Ramíre (2012) to propose the main collaboration from University-enterprise cooperation to solve professional knowledge in the same relative to meet enterprise requirements, degree and certificate link training students to promote more solid and solid basic theoretical knowledge, practice teaching improve the students' ability to apply theoretical knowledge, through the practice of enterprises to exercise the students'

ability of communication and coordination, information processing ability, team cooperation ability and the core competence of plan management ability and so on. It attaches great importance to practical teaching and the cultivation of students' ability, takes improving students' practical ability and innovation ability as the goal, condenses the cultivation characteristics in breadth and depth, constructs the training mode of compound talents to improve students' employability, promotes the employment mode at two levels of schools and colleges.

Third, the level of teachers. Teachers' education and teaching level and their own practical teaching experience have a profound impact on the formation of college students' employability. The education of college teachers is the key for college graduates to obtain the basic theoretical knowledge of employability and form better practical experience through campus practice teaching.

2) Family living environment. The growth environment of college students directly affects whether they are optimistic and positive, healthy, and have a sense of employment planning, etc. Having a good family atmosphere is conducive to college students to form a healthy and positive career attitude. The family living environment has an important influence on the growth of college students' employment ability. The ability construction and formation of good physical fitness, sunny and positive personality, correct career employment goal and other aspects are inseparable from the harmonious relationship between families, the influence of family members' personality and the family help to form the career goal planning.

The formation of college students' good personality without the influence of

the characteristics of the family members, the optimistic positive upward and diligence respect-work spirit cannot leave the family atmosphere influence, and the formation of these mental directly decided to college students in acquiring professional after can better maintain the profession, with people, communication and coordination ability and better qualified for the team work same pointed from Fred C. Lunenburg and Allan C. Ornstein. (2003).

3) The relationship between government guarantee and the improvement of college students' employability.

First, the government should have a long-term plan to improve the employability and provide practical institutional guarantees, such as providing employment security policies for college students and developing continuing education and learning system guarantees.

Second is to give more encouragement and extra rewards for innovation and entrepreneurship, same main point from Mckeown et.al (2013) to set up more excellent job models, enhance college students' confidence in employment prospects, promote them to better learn theoretical knowledge and professional related legal knowledge;

Third, the government should improve the vocational qualification system. The setting of vocational qualification certificates is conducive to stimulate the desire of college students to take exams and better transform knowledge into ability to support this point from LIANG Jinlong. (2022) to point that the government plays an important role in promoting employability, it can better enhance the employability of college students.

Discussion in the process from model for students' affairs in mental health for guideline as below.

### **(1) Government support**

1) Policy guidance to provide investment in sustainable employability improvement

2) Improve the professional qualification certificate system

3) Increase the way of college qualification certification

### **(2) College mechanism**

1) Ordering professional setting

2) Cultivation of employability of school-enterprise cooperation

3) Integrated teaching design of post, class and certificate

4) Guarantee the investment of teaching funds

5) Improve career planning,

6) Career tracking and guidance function

### **(3) Family support**

1) Create a career plan

2) Build a healthy body

3) Establish a harmonious relationship

### **(4) Employability of college students**

1) Knowledge

Professional Qualification

Certificate

Professional practical experience

Knowledge of computer operation

Foreign language Certificate

Common sense of economic Law

2) Ability

Information processing capacity

Ability of thinking

Problem solving skills

Team work ability

Communication skills

3) Quality

Be honest and trustworthy

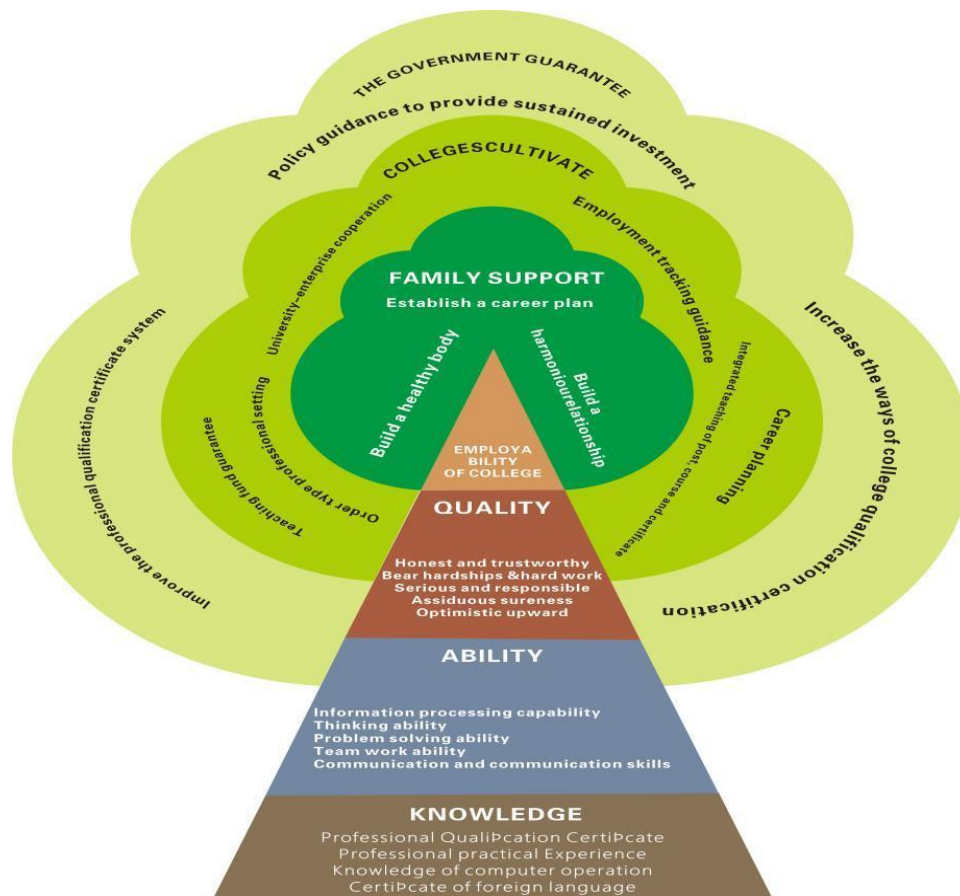
Bear hardships

Be conscientious and responsible

Diligent and steadfast

Be optimistic.





**Figure 1:** A model for educational administration enhancing graduate's competency employability in Business Vocational College under Chongqing Province.

According to this development model, the specific explanation is as follows:

1. Professional qualification certificate. It means that college graduates obtain a certificate through the unified qualification examination through learning in school or continuing learning outside school, which can measure a student's mastery of professional knowledge.

2. foreign language level certificate. It means that college graduates obtain a certificate through the unified qualification examination through learning in school or continuing learning outside school, which can measure a student's mastery of foreign language knowledge.

3. Professional practical knowledge and experience. Specifically, it refers to the knowledge gained by participating in various

practical activities in and out of school, as well as the experience gained indirectly through others. The reason why practical knowledge experience is different from professional knowledge and English computer knowledge is that it can only be acquired in the school or in the classroom, while practical knowledge must be actively acquired outside the classroom or through extra time outside the school.

4. Common sense of economic law. Any job is inevitable to have business contacts with taxation, industry and commerce, as well as the same industry. A certain knowledge of economic law will help the university understand the boundaries of work and business, and avoid business or other subsequent legal disputes.

5. Information processing ability. Including information acquisition ability and information understanding ability, refers to the ability to obtain the information needed to complete the task through various channels on the basis of the existing knowledge, and can fully understand various forms of information, and then quickly comprehensive analysis, master the key information ability.

6. Knowledge of computer operation. The development of information technology today, the development of work is inseparable from the application of computers, skilled use of computer office software, or have some special software tool application ability, such as WPS, Foot shop and other software use, can be better qualified for a career.

7. Problem solving ability. It refers to the ability to make judgment in a complex environment and coordinate the relationship between all parties to solve difficulties in the best way as soon as possible and lead the team out of difficulties. This requires the corresponding sense of responsibility, responsibility ability, execution ability and choice ability.

8. Teamwork ability. Specifically, it includes understanding the roles of myself and my team members in the team, recognizing and learning the strengths of my team members, accepting suggestions and giving feedback in the team, solving key problems through teamwork, and predicting and judging the upcoming opportunities and adverse factors in the development of events.

9. Communications skills. Communication ability mainly refers to the ability to express one's opinions timely in the environment and win support and recognition from various parties, including listening and understanding ability, written expression ability and oral expression ability.

10. Thinking ability. The ability to identify problems at work, design and execute plans, think creatively to generate new ideas,

learn to reason, think figuratively, and make decisions.

11. honest and trustworthy. Honesty is being true to things as they are, not hiding their true thoughts, not hiding their true feelings, not lying, not cheating. Trustworthy, is to say credit, say credit, keep promises, be faithful to their obligations, promised to others must do.

12. Bear hardships and stand hard work. Strong will, not afraid of difficulties, pioneering and enterprising is an excellent quality of a person, this quality can be formed through hard tempering, a person to achieve a career to make a difference, suffering hardship is necessary.

13. serious and responsible. Do a small thing is the basis of doing a big thing, and no serious and responsible attitude is impossible to be competent for a career, the so-called sincere to the touchstone is not open is the enterprise to a person's work style requirements.

14. hard practical. A gentleman should be unyielding, the world events only fear frequently. To do a good job and maintain a good personal competitiveness, we have to rely on a diligent and practical attitude. Having a diligent and practical working attitude is the essential quality emphasized by enterprises.

15. optimistic. A good positive attitude is the premise of a good career, but also can infect the team and colleagues around, better play the subjective initiative.

#### 16. College Training:

1) Order-style major setting: The "order-style" talent training mode requires the school to formulate a talent training plan according to the ability needs of the enterprise's job, including training objectives, training specifications, vocational ability analysis, curriculum setting and development, curriculum standards, teaching methods and requirements, performance assessment methods, etc. The professional course

system can be consistent with the job, so as to effectively achieve talent training. Keep with the enterprise needs seamless connection of professional setting and training mode.

2) Cultivation of employability of school-enterprise cooperation: establish a long-term system and mechanism of school-enterprise active cooperation. We will formulate relevant preferential policies for school-enterprise cooperation to encourage enterprises to participate in education, and introduce specific measures to implement school-enterprise cooperation policies so as to institutionalize school-enterprise cooperation. Strengthen curriculum reform and improve teaching quality. Schools must make necessary adjustments to all aspects of teaching, so that students can learn, and pay attention to teaching team construction and cooperation; That is, to establish a professional teaching guidance "expert team" composed of leaders, experts and professors from industries, enterprises and schools, and to establish a reasonable "dual professional structure" and "teaching team" with a combination of professional and professional training; Actively carry out science and technology promotion, technical services, organize teachers to actively participate in the school-enterprise cooperation projects, through these activities to cultivate double-qualified teachers, master the technology frontier trends, enrich teachers' practical experience, improve teachers' skills.

3) Integrated teaching design of Post

and Class Certificate:

4) Guarantee the investment of teaching funds

5) Improve career planning

6) Career tracking and guidance

17. Government guarantee needs: Policy guidance to provide investment in improving sustainable employability 2) improve the professional qualification certificate system 3) increase the channels for college qualification certification.

### **Recommendation**

1) The government sets up a support system for employability innovation and entrepreneurship competition in colleges and universities, with fixed funds to support the implementation of student entrepreneurship plans.

2) Schools should establish more knowledge and skill competitions to promote learning and teaching;

3) Teachers and professors should enhance the understanding of students' knowledge, adopt effective teaching methods for teaching content, and guide and cultivate students' interest in learning;

4) Students should enhance their learning ability, construct the concept of continuous learning, and maintain a healthy body through regular exercise;

5) High-level professional experts of the enterprise regularly come to the campus to hold lectures, and tell the enterprise development, enterprise needs and enterprise employment standards to college students in time.

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