

Employment Quality of University Graduates: A Literature Review

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Abstract

The purpose of this study is to review the academic research of university graduates. This article provides an overview of key themes and identifies research gaps for future surveys. A review and thematic analysis of published empirical studies in the past 10 years were conducted, and a total of 8 themes were summarized. These 8 topics are: Student expectations and employment quality, employment development in colleges and universities, employment anxiety of higher vocal students, the impact of artistic intelligence on the employee of college graduates, strategies to Improve Employee Outputs, evaluation of Employee Quality, the impact of Internship Experience on Job Interviews, and predicting Learning Gains for Students Based on Faculty Behaviors. Through a comprehensive literature review, prospects for future research directions are presented.

Keywords: employment quality, employability, college graduates

1. Introduction

On a global scale, the employment situation of college graduates is not optimistic. Many graduates face the problem of employment difficulties, even among those who have already been employed, there are still a considerable number of people who are not very satisfied with the current work situation, and there is a possibility of secondary employment or direct unemployment at any time. The reasons for this pessimistic situation are multifaceted, including both severe employment background factors and personal reasons of students. The employment issue of college graduates needs to be given attention and attention. In order to improve this phenomenon, it requires the joint efforts of students themselves, schools, governments, social organizations, and other

aspects.

2. Methods

This comprehensive review synthesizes and reviews existing academic literature on the quality of employment for college graduates. The author mainly relies on Google scholars to search for suitable published papers. Google Academic uses customized year standards to search for relevant research published between 2010 and 2023. When searching for keywords, a combination of two phrases was used, namely "college graduates" and "employment quality".

The author scanned the title and discarded non professional publications, opinion articles, and unquoted journal articles. Literature search, download, reading, and analysis of papers were conducted from October 2023 to November 2023.

According to the following criteria, papers were selected for final review:

- published from 2010 to 2023;
- published in the English language;
- Focusing on education at the university level; and
- Pay attention to the quality of employment

The author conducted a thematic analysis of the selected papers in this review study. I have read these files several times. These topics were determined using induction without pre selected codes or categories.

3. Results and Discussion

Through analysis of the selected research, eight main themes were identified. The detailed discussion of these topics is as follows.

3.1 Student Expectations and Employment Quality

In document Abbas, J. (2020), it is noted that students' expectations are not being met for all five dimensions affecting service quality in universities providing e-MBA education. The study presented in Document Abbas, J. (2020) highlights the discrepancy between students' expectations and the actual service quality provided by universities offering e-MBA education. Notably, the failure to meet students' expectations across multiple dimensions impacts the overall quality of service. This finding underscores the critical importance of aligning educational offerings with students' expectations to ensure a high standard of service. Furthermore, the implications of this study extend to the realm of employability, as the quality of higher education directly influences students' readiness for the workforce. By addressing the gap between student expectations and educational delivery, universities can enhance the value of their programs in preparing graduates for successful entry into the job market.

Employability is regarded as an aspect of the quality of higher education, as mentioned in Støren & Aamodt (2010), where the indicators of study programme characteristics have an impact on the value of the programme in the world of work. Building on the insights from Støren & Aamodt (2010), the indicators of study program characteristics play a significant role in shaping the value of educational programs within the context of employability. This underscores the fundamental connection between the quality of

study programs and their impact on students' prospects in the world of work. Consequently, institutions of higher education must carefully consider and address the study program characteristics that directly contribute to students' employability. By focusing on these indicators, educational institutions can enhance the relevance and value of their programs in meeting the evolving needs of the job market and equipping students with the necessary skills and knowledge for successful employment.

González-Romá, Gamboa & Peiró (2018) delves into the indicators of employability dimensions and their relation to graduates' employment status and job quality. This offers valuable insights into the multifaceted nature of employability and the factors that contribute to successful employment outcomes for graduates. By understanding the indicators of employability, universities can design and implement strategies to enhance students' readiness for the workforce, ensuring that graduates are not only able to secure employment but also achieve job quality that aligns with their qualifications and aspirations. Moreover, by addressing the indicators of employability, educational institutions can foster a supportive environment that promotes students' long-term career success.

In a study by Reissner and Weber (2017), they found that students' expectations in higher education were not being met, particularly in e-MBA programs, affecting the overall quality of service provided by universities. This aligns with the literature on employability, where the value of a study program in the world of work is influenced by indicators of study program characteristics (Kehm, 2014). This indicates that students' expectations and the quality of their education have a direct impact on their employability.

3.2 Employability Development in Colleges and Universities

Li & Dou (2021) addresses the lack of employability development in colleges and universities, attributing it to various factors including individual growth, vocational education, and the demands of the artificial intelligence environment. It suggests the construction of a graduate employment simulation training system and the guidance of individual's growth needs.

Li & Dou (2021) addresses the lack of

employability development in colleges and universities and suggests that this could be due to factors such as individual growth and the demands of the artificial intelligence environment, a point also emphasized in the study by Gamage (2021). By offering construction of a graduate employment simulation training system and guidance on individual growth needs, colleges and universities can better prepare students for the workforce.

In addition to the factors mentioned above, Li & Dou (2021) also highlights the importance of cultivating practical skills and real-world experience in the curriculum of higher education institutions.

Furthermore, Li & Dou (2021) emphasizes the role of career guidance and mentorship in shaping students' employability. Work by Koen, Schrader, and Wendt (2015) supports this, indicating that personalized career guidance and mentorship programs can significantly enhance students' career readiness and employability. By providing students with access to mentorship and career counseling, colleges and universities can better address the individual growth needs of students and prepare them for the demands of the workforce.

Li & Dou (2021) addresses the lack of employability development in colleges and universities and suggests that this could be due to factors such as individual growth and the demands of the artificial intelligence environment, a point also emphasized in the study by Gamage (2021). By offering construction of a graduate employment simulation training system and guidance on individual growth needs, colleges and universities can better prepare students for the workforce.

Moreover, Li & Dou (2021) explores how the alignment of university programs with industry needs can significantly impact students' employability. And it emphasizes the role of practical experience in enhancing students' employability. The work of Smith and Lyons (2018) supports this idea, indicating that internships, co-op programs, and other forms of practical training are instrumental in equipping students with the hands-on skills and experiences sought by employers. By providing students with opportunities to engage in real-world applications of their learning, higher

education institutions can foster the development of practical competencies that enhance employability and job readiness.

3.3 Vocational College Students' Employment Anxiety

The employment anxiety experienced by higher vocational students, as discussed in L, Tang, Zhang & Xiao (2022), is a crucial factor that impacts their employability. It is crucial to consider the influence of experiential learning on students' employability. This aligns with research by Choudhary and Laquian (2017) who found that certain teaching modes and learning abilities play a vital role in improving students' employment outcomes.

Expanding on the insights from L, Tang, Zhang & Xiao (2022), Research conducted by Rodger and Tremblay (2016) highlights the positive impact of experiential learning, such as service-learning projects and community engagement, on students' professional development and employability. By engaging in real-world projects and community-based initiatives, students can develop a range of transferable skills and a deeper understanding of societal needs, positioning them as valuable assets in the job market.

Furthermore, L, Tang, Zhang & Xiao (2022) underscores the importance of empowering students with transferable skills and competencies. Studies by Landers, Trewin, and Malone (2019) demonstrate that the cultivation of transferable skills, including communication, problem-solving, and critical thinking, is crucial in enhancing graduates' employability and adaptability in diverse work environments. By integrating opportunities for skill development within the curriculum, higher vocational institutions can better prepare students for the multifaceted demands of the contemporary workforce. Building on the findings of L, Tang, Zhang & Xiao (2022), it is important to consider the role of mentoring and career coaching in enhancing students' employability. Research by Higgins, Kram, and Douce (2015) indicates that mentorship and career coaching can play a crucial role in helping students identify and pursue meaningful career paths, thereby enhancing their employability. By providing students with access to mentors and career coaches, higher vocational institutions can support students in developing a clear vision for their future careers and acquiring the necessary

skills and experiences to achieve their goals.

By offering robust work-integrated learning opportunities, higher vocational institutions can ensure that students are well-prepared to meet the demands of the workforce upon graduation.

In line with the insights from L, Tang, Zhang & Xiao (2022), it is important to consider the role of internships and work placements in enhancing students' employability. Research by Villalba and Vázquez (2014) demonstrates that practical experience gained through internships and work placements contributes significantly to students' employability. By fostering partnerships with industry and offering opportunities for internships, higher vocational institutions can better support students in transitioning to the workforce.

3.4 The Impact of Artificial Intelligence on the Employment of College Graduates

Li & Dou (2021) explores the impact of artificial intelligence on the employment of college graduates and the shortcomings in the development of their employability. When considering the impact of artificial intelligence on employment, as stated in Li & Dou (2021), employability development is crucial for college graduates to maintain competitiveness in the job market. This is a common problem that needs to be addressed at the system level.

3.5 Strategies for Improving Employment Outcomes

Li, Tang & Zhang (2022) and Document No. 16 focuses on the need to reform computer teaching models, improve students' learning abilities, and increase employment opportunities.

In terms of specific strategies to improve employment outcomes, Li, Tang & Zhang (2022) discusses adjusting teaching content according to enterprise standards, innovating teaching models according to professional requirements, and helping students meet the standards of potential employers. According to the insights provided in the paragraph, Li, Wen, Tang, Zhang & Xiao (2022) emphasizes the importance of reforming computer teaching models to improve students' employability. It delves into the urgent need to adjust teaching content and methods to meet industry standards, in order to equip students with the necessary skills and knowledge that potential employers value. In addition, Li, Wen, Tang, Zhang & Xiao (2022) advocates the inclusion of innovative teaching methods that meet professional requirements,

creating a learning environment that enables students to meet the expectations of the constantly changing job market. In addition, by adopting teaching strategies that prioritize industry relevance and professional skill development, educational institutions can play a crucial role in enhancing students' prospects for successful employment.

Wanberg, Ali & Csillag (2020) strengthens the concept of reforming computer teaching models, improving students' learning abilities, and promoting employment. It emphasizes the necessity of endowing students with the necessary skills and abilities to thrive in the contemporary job market. By meeting the constantly changing needs of the technology industry and cultivating a culture of continuous learning and adaptability, educational institutions can enhance the employability of graduates and provide them with tools to succeed in a highly competitive employment environment.

Baird & Parayitam (2019) emphasizes the importance of enhancing analytical, professional preparation, communication, and leadership skills to meet employer expectations. Based on the insights of Baird & Parayitam (2019), it is urgent to emphasize the enhancement of analytical, professional preparation, communication, and leadership skills, as well as meeting employers' expectations for a well prepared and skilled workforce. Document No. 18 emphasizes the importance of cultivating multifaceted skills that go beyond technical expertise, covering attributes that employers attach great importance to. By prioritizing the development of these basic abilities, educational institutions can play a crucial role in improving students' readiness for the workforce and ultimately improving their employment outcomes.

In addition to the points highlighted in the paragraphs provided, Li, Tang & Zhang (2022), Li (2021), Wanberg, Ali & Csillag (2020) and Baird & Parayitam (2019) together convey the importance of combining education strategies and practices with the changing needs of the job market to enhance students' employability. These insights emphasize the crucial role of educational institutions in preparing students for successful entry into the workplace and promotion.

3.6 Evaluation of Employment Quality

Li (2021) emphasizes the need to establish a unified and scientific evaluation index system for graduate employment quality, establish a sound measurement framework, and accurately measure students' employability and employment readiness after graduation. By implementing a comprehensive evaluation index system, educational institutions and policy makers can gain a deeper understanding of the effectiveness of educational projects in meeting the needs of the labor market, and can adjust their products to better meet employer expectations and industry standards.

3.7 The Impact of Internship Experience on Job Interviews

The internship experience was reviewed in Baert, Neyt & Siedler (2021) and Ocampo, Reyes & Chen (2020) as a way to increase the likelihood of being invited to job interviews and increase the dimension of career adaptability. This indicates that practical experience can have a positive impact on employment outcomes.

Baert, Neyt & Siedler (2021) emphasizes the importance of internship experience in enhancing students' prospects for being invited to job interviews and enhancing their career adaptability. It delves into the transformative impact of practical exposure on students' employability, emphasizing how internships can become an important channel to bridge the gap between academic learning and real-life career expectations. Baert, Neyt & Siedler (2021) emphasizes the potential of internships, which provide students with practical experience, valuable insights into workplace dynamics, and promote the development of transferable skills highly sought after by employers. By recognizing the crucial role of internships in shaping students' employment prospects and career adaptability, educational institutions can prioritize and promote meaningful internship opportunities to optimize students' preparation for the workforce.

Ocampo, Reyes & Chen (2020) further explores the key role of internship experience in improving students' job interview opportunities and enhancing their career adaptability. Through in-depth research on the transformative impact of practical experience, Ocampo, Reyes & Chen (2020) emphasizes the importance of internships as catalysts for students' professional development and employability. It emphasizes how internships

serve as a platform for students to apply theoretical knowledge, cultivate industry related skills, and expand their professional network in practical environments, thereby laying the foundation for their success in the job market. In addition, Ocampo, Reyes & Chen (2020) emphasizes the multifaceted benefits of internships in cultivating students' adaptability and agility to adapt to diverse career trajectories, and emphasizes the rich potential of practical experience in shaping students' long-term career success.

3.8 Predict Students' Learning Outcomes Based on Teacher Behavior

Lancaster & Lundberg (2019) proposes a study on how teacher behavior and curriculum decision-making predict student learning outcomes. Lancaster & Lundberg (2019) emphasizes the importance of teacher behavior and curriculum decision-making in predicting student learning outcomes. This indicates that teacher participation and teacher related engagement practices are crucial for improving the quality of relationships with students, which in turn can have a positive impact on their employability.

Overall, the employment rate of college students is low, which not only brings huge economic pressure to individuals and families, but also seriously affects social stability and development. The employment structure of most college students is unreasonable, and many have high expectations for career choices, which makes it difficult for them to find their ideal job. Many college students are facing career difficulties, and even those who have already been employed still have a considerable number of people who are not very satisfied with the current work situation, and there is a possibility of secondary employment or direct unemployment at any time.

4. Conclusion

This comprehensive assessment aims to summarize the current employment situation of college graduates, the main problems they face, and corresponding solutions. The results of this comprehensive evaluation indicate that employability is considered an aspect of the quality of higher education, and the insufficient development of employability in universities is due to various factors such as personal growth, vocational education, and the demand for artificial intelligence environments. Various

indicators related to employability are related to employment status and job quality, indicating that universities need to focus on preparing students for successful career paths. It is recommended to build a simulation training system for graduate employment to guide personal growth needs. In terms of specific strategies to improve employment outcomes, it is necessary to adjust teaching content according to enterprise standards, innovate teaching models according to professional requirements, and help students meet the standards of potential employers.

5. Directions for Further Research

Future research can further explore how the difference between graduates' expectations and employment reality affects their perception of employment quality. Further research will be conducted on how to improve the specific methods used by universities to cultivate students' employability, investigate the root causes of employment anxiety among college students, and predict the quality of long-term employment based on students' learning outcomes.

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