



**STUDY ON THE INFLUENCE OF TEACHING QUALITY IN
COLLEGES AND UNIVERSITIES ON GRADUATES'
EMPLOYMENT QUALITY-TAKING CHONGQING CITY
VOCATIONAL COLLEGE AS AN EXAMPLE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF EDUCATIONAL
MANAGEMENT GRADUATE SCHOOL OF MANAGEMENT
SIAM UNIVERSITY**


2023



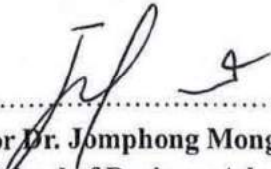
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This Independent Study has been Approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in International
Business Management

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Title: Study on the Influence of Teaching Quality in Colleges and Universities on Graduates' Employment Quality-Taking Chongqing City Vocational College as an Example

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.....24/Jan...../2024.....

ABSTRACT

The employment quality of graduates has an important influence on the development of colleges and universities. Taking Chongqing City Vocational College as an example, this paper analyzes the influence of four dimensions of teaching quality on the employment quality of graduates. The four research objectives of this study are: 1) To examine whether there is a relationship between teachers' quality and ability and employment quality of graduates; 2) To examine whether there is a relationship between students' learning achievement and employment quality of graduates; 3) To examine whether there is a relationship between teaching resources and support and employment quality of graduates; 4) To examine whether there is a relationship between teaching environment and management and employment quality of graduates.

Based on the employment quality of Chongqing City Vocational College graduates, this study adopts quantitative analysis method. Through questionnaire survey, 188 valid questionnaires were collected from customers, and the following conclusions were drawn: 1) There is a positive correlation between teachers' quality and ability and employment quality of graduates; 2) There is a positive correlation between students' learning achievement and employment quality of graduates; 3) There is a positive correlation between teaching resources and support and employment quality of graduates; 4) There is a positive correlation between teaching environment and management and employment quality of graduates.

Keywords: higher education institutions, teaching quality, employment quality

ACKNOWLEDGEMENT

The days and months have passed and time has rushed by. At this point in my life, I have mixed feelings. Looking back on the past one years, from a young girl with bright hopes, I have stumbled along the way to now, with joys, tears, regrets and reluctance. The bluebonnets are currently in full bloom, indicating that my postgraduate career is coming to an end.

First of all, I would like to thank my mentors for the great help they have given me. My teachers have had a profound influence on me through their rigorous and realistic attitude, dedication, diligent work style and bold and innovative spirit. My teacher's profound knowledge, open-mindedness and keen thinking have given me a deep sense of inspiration. I was able to complete my thesis successfully and on time thanks to the meticulous guidance I received from my teacher, who helped me choose the topic for my thesis, develop my research ideas, finalize the framework and write my thesis.

I am grateful to my family and friends for always understanding and accommodating me, always opening their warm embrace to me, and becoming my happy harbour and dependence, allowing me to stroll around the campus leisurely at an age when people of my age are already running around for a living.

I have been blessed with the chance to meet and know each other in a sea of dust. The people and things I have met in the past three years will certainly become more and more vivid under the wash of time, and will certainly help me to overcome obstacles in the future. I wish all of you all the best, and I wish you all the best, and I wish you all the best in your future studies.

Declaration

I, Qin Yuanping, hereby certify that the work embodied in this independent study entitled "Study on the Influence of Teaching Quality in Colleges and Universities on Graduates' Employment Quality—Taking Chongqing City Vocational College as an Example" is result of original research and has not been submitted for a higher degree to any other university or institution.

_____ QIN YUANPING

(Qin Yuanping)
January, 2024



CONTENTS

ABSTRACT	I
ACKNOWLEDGEMENT	II
CONTENTS	IV
TABLE CONTENTS	VI
FIGURE CONTENTS	VII
Chapter 1 Introduction	1
1.1 Background of the Study	1
1.2 Research Questions	2
1.3 Objectives of the Study	2
1.4 Research Scope	3
1.5 Research Significance	3
1.6 Limitation of the Study	4
Chapter 2 Literature Review	6
2.1 Introduction	6
2.2 Literature Review	6
2.2.1 The Quality of Teaching in Vocational Education	6
2.2.2 The Quality of Employment in Vocational Education	7
2.2.3 Teachers' Quality and Ability	9
2.2.4 Students' Learning Achievement	10
2.2.5 Teaching Resources and Support	11
2.2.6 Teaching Environment and Management	11
2.3 Introduction to Chongqing City Vocational College	13
2.4 Conceptual Framework	14
Chapter 3 Research Methodology	16
3.1 Introduction	16
3.2 Research Design	16
3.2.1 Teaching Quality in Colleges and Universities Scale	16
3.2.2 Employment Quality of Graduates Scale	17
3.3 Hypothesis	18
3.4 Population and Sample Size	18

3.5	Data Collection	19
3.6	Data Analysis	19
3.6.1	Reliability Analysis of the Questionnaire	19
3.6.2	Questionnaire Validity Analysis.....	20
Chapter 4	Finding	21
4.1	Introduction.....	21
4.2	Sample Size.....	21
4.3	Relationship between Teachers' Quality and Ability on Employment Quality of Graduates	22
4.4	Relationship between Students' Learning Achievement on Employment Quality of Graduates	23
4.5	Relationship between Teaching Resources and Support on Employment Quality of Graduates	24
4.6	Relationship between Teaching Environment and Management on Employment Quality of Graduates	25
Chapter 5	Conclusion and Recommendations	26
5.1	Introduction.....	26
5.2	Conclusion	26
5.2.1	There is a Positive Correlation between Supplier Selection and Service Quality of Supply Chain Management	26
5.2.2	There is a Positive Correlation between Students' Learning Achievement on Employment Quality of Graduates	27
5.2.3	There is a Positive Correlation between Teaching Resources and Support on Employment Quality of Graduates.....	28
5.2.4	There is a Positive Correlation between Teaching Environment and Management on Employment Quality of Graduates	29
5.3	Recommendation	30
References	32
Appendix	36

TABLE CONTENTS

Table 3.1 Teaching Quality in Colleges and Universities Scale	17
Table 3.2 Employment Quality of Graduates Scale	18
Table 3.3 Questionnaire Reliability Analysis.....	20
Table 3.4 Questionnaire Validity Test	20
Table 4.1 Statistics on the Characteristics of Respondents.....	21
Table 4.2 Correlation Analysis Results of Teachers' Quality and Ability and Employment Quality of Graduates	22
Table 4.3 Regression Analysis Results of Teachers' Quality and Ability and Employment Quality of Graduates	22
Table 4.4 Correlation Analysis Results of Students' Learning Achievement and Employment Quality of Graduates	23
Table 4.5 Regression Analysis Results of Students' Learning Achievement and Employment Quality of Graduates	23
Table 4.6 Correlation Analysis Results of Teaching Resources and Support and Employment Quality of Graduates	24
Table 4.7 Regression Analysis Results of Teaching Resources and Support and Employment Quality of Graduates	24
Table 4.8 Correlation Analysis Results of Teaching Environment and Management and Employment Quality of Graduates.....	25
Table 4.9 Regression Analysis Results of Teaching Environment and Management and Employment Quality of Graduates	25

FIGURE CONTENTS

Figure 2.1 Conceptual Framework 15



Chapter 1 Introduction

1.1 Background of the Study

With the continuous development of the country's economy and the transformation and upgrading of the industrial structure, the role of higher education has become increasingly prominent and has become a key source of cultivating high-quality technical and technical talents (Chen, 2015). In this education system, vocational colleges play a special role as they focus on providing students with practical vocational skills to adapt to changing market needs. However, as the scale of higher vocational colleges continues to expand, achieving high-quality employment has become a new challenge. The teaching quality of higher vocational colleges is crucial because it directly affects the competitiveness and employment prospects of graduates. A high-quality education can help students acquire the necessary skills, knowledge and experience, making it easier for them to adapt to job requirements in various industries. This not only helps graduates find quality employment opportunities but also helps improve their performance levels at work. However, higher vocational colleges are facing pressure to expand and must cope with students from different backgrounds and needs.

Therefore, higher vocational colleges need to continuously improve the quality of education to ensure that every student can develop their full potential and contribute to the country's technological and economic development (Chen & Liu, 2017). This requires educational institutions to adopt innovative approaches, continuously improve teaching methods, and cooperate with industry to stay in line with the market. In this way, higher vocational colleges can continue to cultivate high-quality technical and technical talents for our country to meet the growing economic and industrial needs.

The influence of teaching quality on graduates' employment quality has not been fully understood, and exploratory research is needed to understand this relationship more deeply. At present, there have been some studies in this field. Chan et al (2016) studied the relationship between teaching quality and employment quality in higher vocational colleges. The research shows that there is a significant positive correlation between the teaching quality of higher vocational colleges and the employment quality of graduates. This study emphasizes the importance of providing high-quality technical and skilled personnel by improving the teaching quality in higher vocational colleges. Chen & Lin (2020) studied the influence of teaching quality on the employment quality of graduates. Their research results show that higher vocational colleges with higher teaching quality often cultivate graduates with higher skills and professional knowledge, which is helpful to improve graduates' human capital and employability. Chen (2015) discussed the influence of teaching quality on employment quality. The study emphasizes that graduates with higher level of human capital obtained through high-quality teaching in higher vocational colleges are more likely to obtain high-quality

employment opportunities and career development in the job market.

This study takes senior teachers as the research object, aiming at revealing the influence mechanism of teaching quality on graduates' employment quality in higher vocational colleges. Through empirical analysis, the direct influence of teaching quality on employment quality is analyzed. This research result will provide a scientific basis for the education reform and talent training in higher vocational colleges, and ultimately help to cultivate high-quality skilled talents to meet the needs of economic and social progress.

1.2 Research Questions

In recent years, with the rapid development of higher education in China, the number of college graduates has been increasing, and the employment situation has become more severe and competitive. At the same time, the teaching quality of colleges and universities has also become one of the important factors affecting the employment quality of graduates. Teaching quality is not only related to students' knowledge reserve and skill level, but also to cultivating students' innovative ability, practical ability and teamwork ability. Therefore, it is of great significance to explore the influence of college teaching quality on graduates' employment quality for improving college teaching level and cultivating high-quality talents(Douglas & Douglas, 2006). Based on this, the following four questions are introduced for research:

1. Is there a relationship between teachers' quality and ability and employment quality of graduates?
2. Is there a relationship between students' learning achievement and employment quality of graduates?
3. Is there a relationship between teaching resources and support and employment quality of graduates?
4. Is there a relationship between teaching environment and employment quality of graduates?

1.3 Objectives of the Study

The purpose of this study is to explore the relationship between teaching quality

and employment quality in higher vocational colleges. The specific research purposes are as follows:

1. To examine whether there is a relationship between teachers' quality and ability and employment quality of graduates.
2. To examine whether there is a relationship between students' learning achievement and employment quality of graduates.
3. To examine whether there is a relationship between teaching resources and support and employment quality of graduates.
4. To examine whether there is a relationship between teaching environment and management and employment quality of graduates

1.4 Research Scope

The focus of this paper is to analyze the information influence of college teaching quality on graduates' employment quality. By consulting 42 related literatures, we can understand the relationship between the four dimensions of teaching quality in colleges and universities (teachers' quality and ability, students' learning achievements, teaching resources and support, teaching environment and management) and the employment quality of graduates, so as to provide a breakthrough answer for the better development of colleges and universities.

1.5 Research Significance

Employment is the biggest livelihood of the people. The employment quality of vocational education graduates is not only related to the vital interests of students and their families, but also closely related to the adjustment of industrial structure and the reform of talent supply side of the whole society. This study investigates the employment quality of graduates in higher vocational colleges through questionnaires, and constructs the relationship model between teaching quality and employment quality, which is of certain significance for deepening the reform of education and teaching, improving the quality of personnel training, and cultivating high-quality talents for building a socialist modern power.

Theoretically, we should improve the relevant theories of vocational education employment quality research, especially from the field perspective of higher vocational colleges, and combine the theory of total quality management, human capital theory and screening hypothesis theory to make path choices and countermeasures and suggestions for improving the employment quality of graduates. Starting from the

specific field of higher vocational colleges, drawing lessons from the theory of total quality management, this paper tries to build a closed-loop system of vocational education quality management from the perspectives of "customer-centered" and "educational service", and deeply analyzes the relationship between teaching quality and employment quality. The relationship between teaching quality and employment quality is deeply analyzed. It takes employment quality as the "export end" of talent training quality, aims at improving employment quality, and improves teaching quality as a means to provide theoretical reference for promoting the improvement of talent training quality and employment quality in vocational education.

In practice, it provides a reference perspective for colleges and universities to put forward the path selection and measures to improve the quality of teaching with the guidance of improving the quality of employment, which is helpful for schools to pay more attention to students' personal accumulation in the process of talent training and create a good atmosphere and conditions for students to better accumulate advantages. For higher vocational colleges, by verifying the direct influence of teaching quality of higher vocational colleges on the employment quality of graduates, it points out the direction for higher vocational colleges to improve the employment quality of graduates. By clarifying the importance of teaching quality, we can improve the quality of talent training from the aspects of teaching quality reform and innovation, and do a good job in the organic connection between talent training and talent delivery. Cultivate the technical skills and innovative talents needed by the society, so that graduates can have certain confidence or advantages in the job market and seek high-quality jobs, thus improving the quality of employment. For students, students can learn to manage and improve their human capital and make rational use of it in the process of learning, so as to show their employment advantages, get better jobs and improve the quality of employment.

1.6 Limitation of the Study

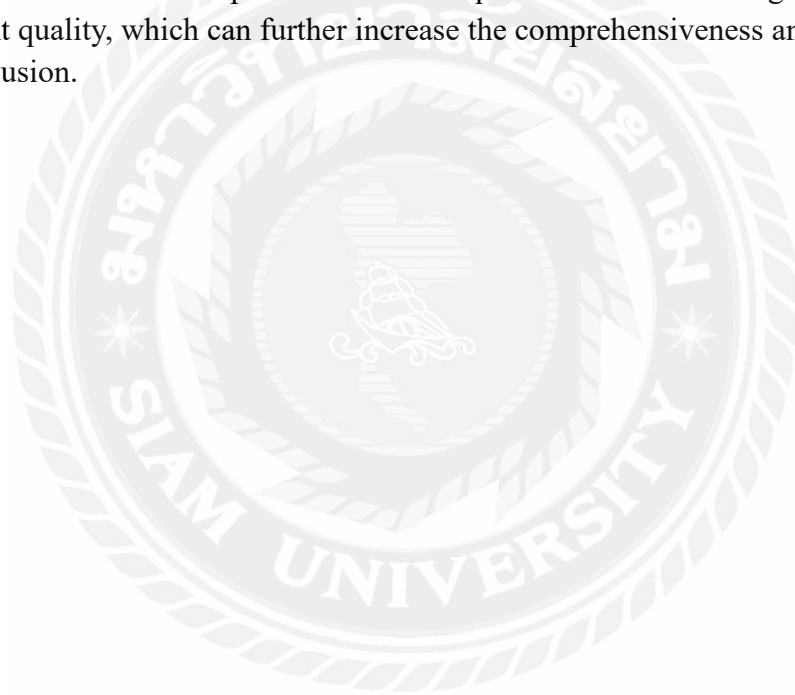
From the perspective of total education quality management, this study investigates the influence of college teaching quality on graduates' employment quality with students as the center. The results show that teaching quality has a significant positive impact on employment quality. According to the research results, this paper puts forward some countermeasures to improve the employment quality of graduates, but there are still many shortcomings in the research.

First of all, the explanation of the theory is not perfect, and the collation of the literature is still very lacking. Due to the different educational systems in different countries, there are obvious differences in the research on the employment quality of vocational education at home and abroad, but the experience in education quality

management is richer, forming more scientific theoretical and practical experience, which is of reference significance. Lack of systematic overview of experience, lack of comparative research on related fields of vocational education at home and abroad, and insufficient interpretation of educational enlightenment in China.

Secondly, the construction of analytical framework and model needs to be further refined. Based on total quality management theory, human capital theory and screening theory, this study constructs a framework of the relationship between teaching quality and employment quality, but the theoretical support and applicability of this framework are not sufficient and the framework is relatively simple.

Third, the process of data analysis and empirical test can be further enriched. In this study, descriptive statistics, correlation analysis and regression analysis were carried out, and the data analysis process was overall complete. However, there is no further discussion on the specific influence path between teaching quality and employment quality, which can further increase the comprehensiveness and rationality of the conclusion.



Chapter 2 Literature Review

2.1 Introduction

This chapter deeply reviews all aspects related to vocational education and teaching quality, and gives the conceptual framework diagram, which provides the premise for the follow-up research. This paper takes the graduates of Chongqing higher vocational colleges as the research object and provides the research basis for the article.

2.2 Literature Review

2.2.1 The Quality of Teaching in Vocational Education

Regarding the definition of teaching quality, domestic scholars have made different definitions of it from different theoretical systems and research perspectives.

Deng, Wang & Guo (2017) believes that the quality of teaching is the result of the teaching process and its effects that can be used to identify the characteristics that meet the requirements. In order to assess quality, a standard of quality needs to be established, and only with a standard stipulating the quality of the good ring is it possible to distinguish. Such a criterion is "conformity to the requirements", and the assessment of the quality of teaching cannot be made without such a criterion, so that the process of education is guided by it. The development of the quality of teaching is guided by the objectives, but also by the demands and needs of society and students for teaching in higher education.

Gu (1997) defines teaching quality in terms of teaching itself, the development of the students themselves and external evaluation: In the process of teaching and learning activities, the school sets the goals of the voucher under the premise that the laws of education and the logic of scientific development are met. The extent to which the objectives are met and the extent to which the pupils' knowledge, skills and values are fully developed and meet the standards set at this stage. The degree of satisfaction of the subjects concerned with the results of the pupils' education at this stage.

According to Hu (2004), the quality of teaching and learning means that: following the laws of education is an important premise; teachers' teaching promotes students' learning; students' learning in turn improves teachers' teaching; teaching and learning work together. The extent to which the process and outcomes of teaching and learning meet the prescribed or potential needs of the stakeholders.

In this study, teaching quality is defined as the degree to which the training objectives and specifications set by the school meet the set teaching goals in the process

of teaching management in higher education institutions, and the degree to which students are satisfied that the educational outcomes at this stage, including knowledge, skills and values development, meet the needs of the individual's future development.

Liang (2012) mention in their book that the management structure of most vocational education abroad consists mainly of the chairman of the education group or the headmaster appointed by the group, and has a decision-making body similar to a board of directors. Liu (2010) argue that student assessment of the quality of teaching skills has been an important but controversial tool and that some of the existing student-based assessment tools are too homogeneous and lack a theoretical basis and have not been tested for reliability with modern technology, so there is a need for a more scientific discussion.

In his Dictionary of Education, Ma (2011) explains the quality of education as the level of education and the extent to which its effectiveness is good or bad, ultimately reflected in the quality of the people it trains. It is influenced by the education system, the teaching programme, the content of teaching, the teaching methods, the form of teaching organisation and the reasonableness of the teaching process, the quality of teachers, the foundation of students and the active participation of teachers and students in educational activities, and is measured by the aims of education and the training objectives of schools of all levels.

Ma (2004) believes that improving the quality of teaching is a constant and unchanging theme for university teaching and learning, and that teaching quality is closely related to employment quality, and employment quality can provide good feedback on the quality of teaching, so the construction of an employment feedback mechanism is not only necessary for improving teaching quality, but also required by the value orientation and code of conduct in school education management.

Ma (2008) explored the evaluation of teaching quality based on the talent cultivation process and argued that a teaching quality view based on the talent cultivation process should emphasize process, practice, relevance and openness.

Based on the perspective of stakeholders, Roh (2013) explains the characteristics of the evaluation of teaching quality in higher vocational education: the evaluation concept is long-term and developmental; the evaluation perspective adopts multiple subjects and external integration; the evaluation content combines explicit and implicit and has a complete structure; and the evaluation method emphasizes both quality and perfection.

2.2.2 The Quality of Employment in Vocational Education

Employment quality related research first originated in the 1970s, employment quality contains many elements and complex content, its concept and definition has been in constant revision, supplementation and improvement, there is not yet a unified

terminology and concept. There are also differences in the expressions and terminology used by different organizations and groups in different countries on employment quality. The term "quality employment" and "decent work" in the International Labour Organization (ILO) and "quality of work life" in the United States. Decent work refers to productive work in conditions of freedom, equality, safety and dignity, where workers' rights are protected, adequate pay and social security is provided. The quality of employment of students in higher education institutions is the subject and connotation of quality of employment as a specific group in higher education institutions.

This study defines employment quality as the degree to which students graduating from higher education institutions are satisfied with their employment, including the degree to which the job income, benefits, development space and working environment that students can obtain meet their personal needs.

Saks & Ashforth (2002) studied the employment issues of rural vocational high school students in Pengzhou City and found that the factors affecting the quality of employment are reflected in the three stages before employment, during employment, and after employment. Before employment, it is common to have an incomplete understanding of the work unit. The situation is that the rate of professional counterparts during employment is not high, the work assigned by the school does not meet psychological expectations, and the inability to adapt to the job, the stability after employment is low, and the job-hopping rate is high. At the same time, Lin Lin believes that in addition to the above subjective reasons, the poor quality of school teaching and the lack of family help for the future career planning and development of vocational high school students also affect the quality of employment.

Spooren, Mortelmans & Denekens (2007) believes that mentality is an important factor affecting the employment of vocational education graduates. Since most vocational education graduates come from students with poor grades and have no confidence in their own abilities, they will have problems when they are about to enter social work. Secondly, especially vocational high school students and technical secondary school students are young when they graduate and lack the ability to be independent.

Sun (2012) believes that some college graduates mainly focus on learning theoretical knowledge while in school, and their emphasis on theory and neglect of practice leads to poor practical operation ability, and lack of practice and internship training, even in terms of internship requirements stipulated by the school. He was also perfunctory, making it difficult for him to quickly change his role and actively engage in work after graduation.

Wu et al (2014) found through research on graduates of higher vocational colleges in Hohhot that most graduates have not established a correct outlook on life, values and

employment, lack understanding of themselves, and blindly pursue easy and high-paying jobs. They have been unable to find their favorite job position for a long time, or lack of employment planning. They randomly enter unsuitable positions and leave early, and they are constantly changing jobs and looking for jobs.

Wu (2011) took Chongqing as an example and proposed that the professional setting of Chongqing higher vocational colleges is mainly based on the secondary industry, which is contrary to Chongqing's economic and industrial planning and will affect the employment quality of Chongqing higher vocational college graduates. , indicating that the mismatch between industrial planning and professional settings is also one of the important factors affecting employment quality.

Wu & Chen (2019) passed the implementation of vocational and technical colleges According to a case study, it is believed that there are also important external factors that affect the quality of employment: undergraduate graduates are increasing year by year, sufficient undergraduate graduates flood into the job market during the graduation season, and society recognizes graduates from vocational high schools and higher vocational colleges. The degree is not high, and many companies will eliminate graduates with higher vocational college degrees and other degrees in the screening stage, resulting in their low competitiveness and low employment rate compared with undergraduates.

Wang et al (2011) used questionnaires and interviews to investigate teachers and students in higher vocational colleges in Shijiazhuang City to understand the employment situation of graduates, analyze their employment and main problems, and concluded that the external reasons are mainly due to the employment situation in higher vocational colleges. The macro-policy direction of employment in colleges and universities is unclear, the employment situation is generally severe, society's recognition of higher vocational education is low, the professional settings of higher vocational colleges need to be reformed, and the school-enterprise cooperation model is difficult to deepen.

2.2.3 Teachers' Quality and Ability

Teachers' quality and ability refers to the comprehensive ability of knowledge, skills and attitude that teachers should possess. Specifically, teachers' quality includes subject knowledge reserve, educational theory and teaching methods; Teachers' abilities include classroom teaching ability, students' management and guidance ability, and educational technology application ability (Wu et al., 2014). The quality and ability of teachers directly affect the quality of education and teaching, which is related to the learning quality of students and the cultivation of key abilities. Excellent teachers should have high academic level, strong teaching ability, strong sense of responsibility and charisma, pay attention to self-education and self-improvement, carry forward teachers' ethics in practice and make positive contributions to the development of

education and teaching.

Xi (2017) believes that the quality and ability of teachers have a significant impact on the employment quality of graduates. By analyzing the data of a university, he found that those students who are guided by excellent teachers get more employment opportunities and higher salaries and positions after graduation, which is closely related to their evaluation of teachers in the learning process. Smith believes that excellent teachers can provide more comprehensive, in-depth and practical teaching, stimulate students' learning interest and potential, and thus improve the employment competitiveness of graduates. The research of Xia et al. (2021) focuses on the influence of teachers' professional development and professional development on the employment quality of graduates. He investigated and compared the relationship between the employment quality of teachers and graduates with different professional development levels through in-depth investigation. The results show that in the process of teachers' professional development, teachers who often participate in vocational training and further study can better master new teaching methods and skills and improve their teaching level and ability. This kind of teachers' professional development can directly promote the improvement of graduates' employment quality, because they have better teaching resources and technical support, and can better guide graduates' employment preparation.

In addition, Xiao & She (2001) discussed the influence of teachers' encouragement and care on graduates' employment quality from the perspective of students. Through the investigation of several colleges and universities, he found that teachers who establish good relations with graduates and continue to pay attention can provide students with more internship, practice and training opportunities. These experience opportunities can strengthen students' practical ability and vocational skills, and better meet the needs of the job market, thus improving graduates' employment competitiveness and quality.

The above research viewpoints explain the influence of teachers' quality and ability on graduates' employment quality from different angles. On the whole, excellent teachers not only have solid academic and teaching abilities, but also can pay attention to students' career development needs and provide practical opportunities and career guidance, thus improving graduates' employment quality and professional competitiveness. However, it is worth noting that different research methods and sample selection may affect the reliability and universality of the research results. Therefore, it is necessary to adopt more scientific methods and diversified data sources in further research to fully understand the mechanism of the influence of teachers' quality and ability on the employment quality of graduates.

2.2.4 Students' Learning Achievement

Students' learning achievement refers to the concrete achievements and learning

effects obtained by students in the learning process. It covers the acquisition and development of students' knowledge, skills, attitudes and values. Students' learning achievements can be evaluated quantitatively or qualitatively through course evaluation, test scores, academic works, practical projects and comprehensive quality evaluation (Xiao & Li, 2008). The learning achievement not only reflects the students' mastery of the subject knowledge, but also reflects the students' ability to understand, apply and innovate the subject, as well as the ability to solve problems, communicate and cooperate and manage themselves. Students' learning achievement is of great significance for evaluating learning effect, guiding teaching reform and improving students' employment quality.

Xie & Tang (2016) discussed the influence of students' learning achievements on the employment quality of graduates. Through a follow-up survey of many college graduates, he found that students' learning achievements have a significant impact on their employment quality. The results show that the learning achievements include professional knowledge reserve, practical ability and innovation ability, which are very important for graduates' competitiveness and career development in the job market.

Xu (2017) focuses on the influence of students' comprehensive quality on graduates' employment quality. Through questionnaires and interviews with graduates from many universities, she found that students' comprehensive qualities, including subject knowledge, innovation ability, communication ability and teamwork, have an important impact on their employment quality. The results show that having rich comprehensive qualities can improve the comprehensive competitiveness of graduates in interviews and job performance, and help to find more ideal employment opportunities.

Xue (2018) made an in-depth discussion on the influence of academic achievements on the employment quality of graduates. By analyzing the data of graduates from many universities, he found that academic achievements, including the publication of scientific research papers and the acquisition of patents, have a positive effect on the employment quality of graduates. The results show that graduates with rich academic achievements can better prove their abilities, show their potential, and enhance their employment competitiveness and career development.

2.2.5 Teaching Resources and Support

Teaching resources and support refers to providing students with all kinds of resources and support systems needed for learning (Yan, 2020). It includes educational facilities, teaching AIDS, laboratory equipment, information technology support, library resources and other material resources, as well as teachers' teaching ability and quality, academic guidance, career planning, practical opportunities and other human resources. The purpose of teaching resources and support is to provide a good learning environment and learning conditions, promote students' all-round development and

achieve excellent learning results.

Yang & Xiong (2009) discussed the influence of teaching resources on the employment quality of graduates. By investigating graduates and employers of many universities, he found that high-quality teaching resources, including teachers' quality, educational facilities and training opportunities, have a significant impact on the employment quality of graduates. The results show that high-level teaching resources can provide students with the knowledge and skills they need, improve their comprehensive quality, and increase their employment competitiveness and career development opportunities.

Yuan (2003) focused on the influence of teaching support on the employment quality of graduates. Through questionnaires and in-depth interviews with graduates from many universities, she found that good teaching support includes academic guidance, career planning and practical experience, which has an important impact on the employment quality of graduates. The results show that adequate teaching support can help students improve their evaluation ability, broaden their career choices, increase their practical experience, and improve their competitiveness and career development in the job market.

Yuan's (2015) research comprehensively analyzes the employment quality of graduates from the dimensions of teaching resources and support. By analyzing the data of graduates from many universities, he found that teaching resources and support, including the input of teachers and facilities, practical opportunities and career guidance, have a positive impact on the employment quality of graduates. The results show that adequate teaching resources and support can improve students' comprehensive quality and ability level, enhance graduates' competitiveness in the job market, and help to achieve better employment results.

2.2.6 Teaching Environment and Management

Teaching environment and management refers to the places and atmosphere provided by educational institutions or schools for students to study and teach, as well as the organization and management measures in the teaching process. Teaching environment includes material environment and humanistic environment (Zeng, 2008). The physical environment includes classroom facilities, laboratories, libraries and computer resources, which can provide students with good learning conditions and learning materials. Humanistic environment mainly refers to the interaction between teachers and students and the learning atmosphere, such as teachers' teaching ability and teaching attitude, and the atmosphere of mutual assistance and cooperation between students.

Zhang (2015) discussed the influence of teaching environment and management on the employment quality of graduates. By investigating graduates and employers of

many universities, he found that a good teaching environment and management, including teaching quality, classroom atmosphere and teaching management, have a significant impact on the employment quality of graduates. The research results show that a good teaching environment and management can improve the teaching effect, enhance students' learning ability and professionalism, and improve graduates' employment competitiveness and career development.

Zhang, Liu & Wang(2016) focuses on the influence of teaching environment and management on the employment quality of graduates. Through questionnaires and in-depth interviews with graduates from many universities, she found that a good teaching environment and management, including the input of teaching resources, teaching atmosphere and management system, have an important impact on the employment quality of graduates. The results show that high-quality teaching environment and management can provide better learning conditions and opportunities, cultivate students' comprehensive ability and quality, and increase graduates' competitiveness and career development opportunities in the job market.

Zhang (2020) comprehensively analyzed the employment quality of graduates from the dimensions of teaching environment and management. By analyzing the data of graduates from many universities, he found that the teaching environment and management, including curriculum, teaching methods and teachers' professional ability, have a positive impact on the employment quality of graduates. The results show that good teaching environment and management can improve students' learning motivation and academic performance, enhance graduates' vocational adaptability and competitiveness, and help to achieve better employment results.

2.3 Introduction to Chongqing City Vocational College

Chongqing City Vocational College, referred to as "Chongqing City Vocational College" for short, is located in Yongchuan District, Chongqing. The school is a full-time ordinary higher vocational school organized by the Chongqing Municipal People's Government, the third batch of modern apprenticeship pilot units, Chongqing software blue-collar talent training base and Yongchuan service outsourcing talent training base. The school website is <https://www.cqcvc.edu.cn/>. Chongqing City Vocational College was formed by the merger of Chongqing Staff University and Chongqing Trade Union Cadre School in 2004, and is headed by Chongqing Federation of Trade Unions. In 2006, we cooperated in running schools and set up a new campus in Yongchuan District. In 2012, the cooperative education agreement was terminated. In September, 2013, Chongqing Municipal People's Government bought back Yongchuan Campus of Chongqing City Vocational College, and transferred the school-running department from Chongqing Federation of Trade Unions to Chongqing Municipal Education Commission. According to the school official website in July 2022, the school covers an area of more than 910 mu, with a school building area of 300,000 square meters

(including the planned area under construction); There are 7 professional teaching colleges, 2 teaching units and 32 higher vocational majors. There are more than 10 thousand teachers and students and more than 500 full-time teachers; There are more than 440,000 books in the collection and 1 million electronic books.

There are 611 teaching and administrative staff in the school, including 123 doctors, associate professors and professors, 295 "double-qualified" teachers and 247 teachers with master's degree. At present, there are 43 experts with special allowance from the State Council, national technical experts, Chongqing talents, Chongqing skill masters, the city's technical experts, Bayu special technicians, Chongqing teaching and educating models, the most beautiful Bayu craftsmen, Chongqing young and middle-aged backbone teachers, Bayu youth skill stars and outstanding teachers at the city level. Among them, there are 125 full-time teachers, including doctors, associate professors, professors and other senior talents, 155 "double-qualified" full-time teachers, 247 teachers with master's degree/degree, one enjoying special allowance from the State Council, one national technical expert, two Chongqing talents, one Bayu special technician, one most beautiful Bayu craftsman, one Chongqing skill master and three Bayu youth skill stars.

2.4 Conceptual Framework

According to scholars' analysis and summary of the teaching quality and the employment quality of graduates in colleges and universities, the employment quality of graduates in Chongqing City Vocational College is affected by many aspects. Therefore, the theoretical framework of this paper is as follows:

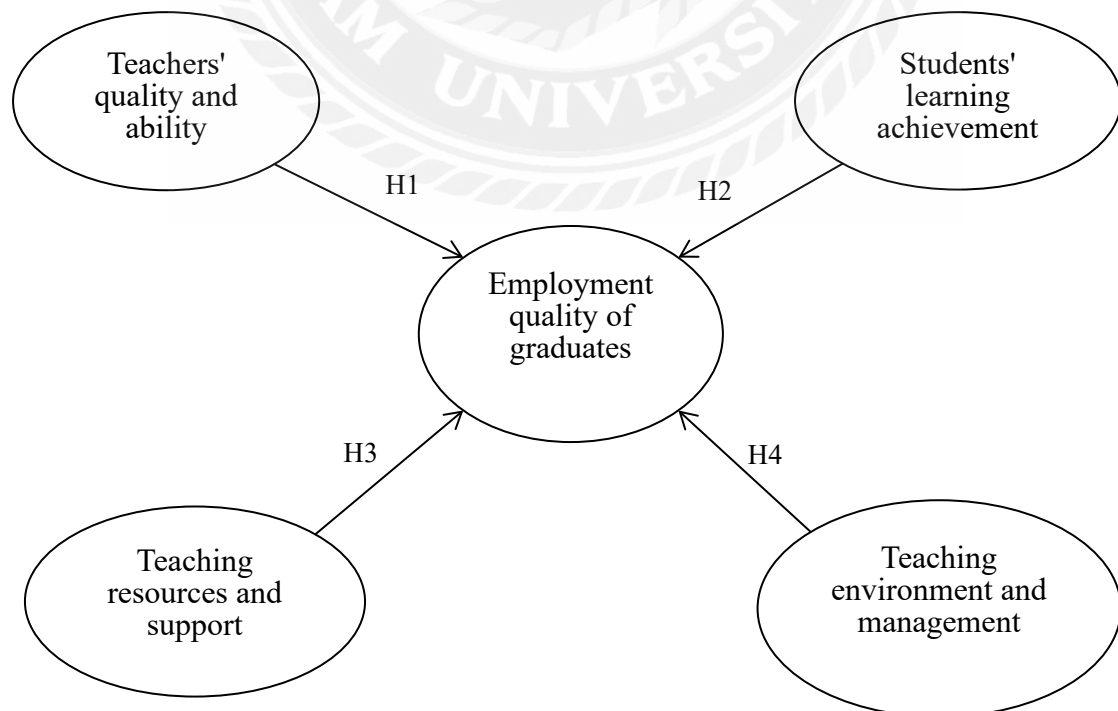


Figure 2.1 Conceptual Framework



Chapter 3 Research Methodology

3.1 Introduction

The main research method is quantitative analysis. This chapter begins with an introduction to the study design and then discusses the population and sample size used in the study. It then outlines the data collection process and explains how the data were analyzed. In addition, this chapter also analyzes the reliability and validity of the scale used in the research to ensure the accuracy and consistency of the measurement. Finally, a reliability analysis was performed on the scale to assess its stability for data collection.

3.2 Research Design

The method of this study is quantitative analysis. In order to collect the data of graduates' employment quality more accurately, we compiled a questionnaire of graduates' employment quality based on our previous experience, and collected the data by using Likert's five-point method. We use SPSS to verify the reliability and validity of the questionnaire, and summarize the results in detail, thus laying the foundation for the formulation and implementation strategy of the question. The main scales covered in this study are as follows:

3.2.1 Teaching Quality in Colleges and Universities Scale

Wei & Shi (2018) found that teachers' professional knowledge and skills have a significant impact on students' academic performance. They put forward a set of indicators to evaluate teachers' professional knowledge and skills, and verified the positive relationship between these indicators and students' learning achievements through empirical research. Chen (2015) focuses on the influence of teaching methods on students' learning achievement. They found that adopting appropriate teaching methods, such as heuristic teaching and inquiry learning, can improve students' academic performance and knowledge mastery. Huang, Shi & Wang (2012) investigated the influence of school teaching resources on students' learning achievement. They found that providing sufficient teaching resources, such as advanced teaching equipment and rich learning materials, can improve students' learning results. Wu (2011) studied the influence of school teaching environment on students' learning achievement. They found that creating a positive learning atmosphere, providing a safe and comfortable classroom environment and reasonable class management are helpful to improve students' learning results.

The quality of teaching in colleges and universities involves many factors, among

which the above four factors are important. Therefore, on the basis of summarizing the experience of scholars, the content of the scale is shown in Table 3.1.

Table 3.1 Teaching Quality in Colleges and Universities Scale

Teachers' quality and ability	Teachers' teaching ability meets your expectations.
	Teachers' professional knowledge level is comprehensive.
	Teachers can make corresponding teaching plans and teaching methods according to the actual situation and needs of students.
	Teachers pay attention to the cultivation of students' comprehensive quality.
Students' learning achievement	Do you think what you have learned in this course can be applied to practical work?
	Your interest in this course has been improved.
	You have mastered enough professional knowledge in this course.
	Do you think your learning results are in line with your expectations?
Teaching resources and support	Do you think the teaching resources provided by this course are sufficient?
	Do you think the practical resources provided by this course can fully support your course study?
	Do you think the teaching methods of this course are diversified?
	Do you think the teaching quality and effect of this course are better?
Teaching environment and management	Do you think the teaching environment of this course is good?
	Do you think the management and organization of this course are orderly?
	In the process of teaching, you have encountered fewer problems.
	Do you think these problems can be properly solved?

3.2.2 Employment Quality of Graduates Scale

Zhao(2022) focuses on the matching degree between the employment quality of college graduates and their majors. Through investigation and statistical data analysis, they found that the matching degree between major and employment field has a significant impact on the employment quality of graduates, that is, the employment field related to their major can often provide better employment opportunities and salary. Therefore, on the basis of summarizing scholars' experience, the contents of relevant scales are shown in Table 3.2.

Table 3.2 Employment Quality of Graduates Scale

Employment quality of graduates	Do you think this course has provided you with enough vocational skills training?
	Do you think this course can play an important role in your future career development?
	Do you think this course is helpful to your career development and employment?
	Your expectations can be realized as scheduled.

3.3 Hypothesis

H1: Teachers' quality and ability and employment quality of graduates have a positive impact.

H2: Students' learning achievement and employment quality of graduates have a positive impact.

H3: Teaching resources and support and employment quality of graduates have a positive impact.

H4: Teaching environment and management and employment quality of graduates have a positive impact.

3.4 Population and Sample Size

Questionnaire survey is the main method to collect data in this paper. The object of this survey is the previous graduates of Chongqing Vocational College. Including:

1. Collection method: 200 questionnaires were collected this time, and 12 questionnaires were invalid. The remaining 188 questionnaires were statistically analyzed in this study. In the questionnaire, the school teaching quality satisfaction scale and employment quality related questions are used to measure. In order to ensure the validity and reliability of the questionnaire, this study refers to the mature questionnaire of existing scholars, sets the dimension of variable measurement, and uses the Likert five-level scale and other evaluation items to score. The questionnaire includes basic situation survey, teaching quality evaluation and employment quality survey.

2. Questionnaire time: The time span is about two months, from March to May.

3. Effective questionnaires: This paper includes 188 effective questionnaires as the

basis of analysis. These valid questionnaires are consistent and complete in answering questions, and can represent the characteristics of the research samples. Through the above data collection methods, time arrangement, and the number of questionnaires collected, this paper has obtained sufficient research data foundation and analysis.

3.5 Data Collection

This study mainly adopts the method of questionnaire survey to collect data. Questionnaires were distributed from March 2023 to May 2023 for two months, and 200 questionnaires were recovered, with 188 valid questionnaires, with a recovery rate of 94%. The collected data can be used for subsequent research.

3.6 Data Analysis

Questionnaire validity is an important aspect of research methods, because it ensures that the measurement methods used in the study accurately represent the structure under study. In order to ensure the validity of the content, the questionnaire is designed to accurately measure the specific interest dimension by using the established and verified items, using relevant literature and other scholars' research results. In this study, SPSS is used for analysis.

3.6.1 Reliability Analysis of the Questionnaire

According to Kehlenbach's α coefficient, if the reliability of the questionnaire exceeds 0.7, it is considered to have high and good reliability. In order to evaluate the reliability and internal consistency of the problem project, the reliability analysis method is used for testing. Specifically, this study uses Kehlenbach's α coefficient (A) to test the internal consistency of the scale, and the results show that the reliability of the scale exceeds 0.70, which shows that it has a high reliability. In this study, Kehlenbach's α coefficient test was carried out, and it was found that the results of all questionnaires were higher than 0.7, indicating that the reliability of the questionnaires was high.

Table 3.3 Questionnaire Reliability Analysis

	Cronbach's Alpha	Number of terms
Teachers' quality and ability	0.736	4
Students' learning achievement	0.723	4
Teaching resources and support	0.784	4
Teaching environment and management	0.834	4

3.6.2 Questionnaire Validity Analysis

When KMO value exceeds 0.7, it is necessary to further study the validity of the questionnaire. According to the results in Table 3.4, the KMO value of all factors in this questionnaire exceeds 0.8, and the significance level of Bartlett sphericity test is 0.000, which shows that the questionnaire meets the standard.

Table 3.4 Questionnaire Validity Test

	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Df	Sig.
Teachers' quality and ability	0.836	238.378	6	.000
Students' learning achievement	0.872	295.581	6	.000
Teaching resources and support	0.835	284.512	6	.000
Teaching environment and management	0.851	238.243	6	.000

Chapter 4 Finding

4.1 Introduction

In the research process, questionnaire survey is mainly used, combined with the previous research design and data collection. This chapter aims to analyze and summarize the collected data to identify related problems and study the relevant data of employment quality of Chongqing City Vocational College graduates. By analyzing the existing problems, the validity of the above assumptions is finally verified.

4.2 Sample Size

The characteristics of the respondents are shown in Table 4.1 below. According to the age of the respondents, most customThe characteristics of the interviewees can refer to Table 4.1. In terms of age, the distribution of respondents is relatively balanced, mainly covering the faculty and students of Chongqing City Vocational College. It is worth noting that women account for the majority of the respondents, accounting for 61.2%.

Table 4.1 Statistics on the Characteristics of Respondents

Survey Items	Category	Number of people	Percentage (%)
Gender	Male	73	38.8
	Female	115	61.2
Age	Under 30 years old	56	29.8
	30-40 years old	88	46.8
	40-50 years old	30	16.0
	50 years old or above	11	7.4
	student	75	40.0
Position	teacher	38	20.2
	financial staff	50	26.6
	manager	25	13.2

4.3 Relationship between Teachers' Quality and Ability on Employment Quality of Graduates

This study uses the method of correlation analysis to study the correlation between the quality and ability of teachers and the employment quality of graduates in colleges and universities. As shown in Table 4.2, it is found that there is a positive correlation between them through significance test, and the correlation coefficient is 0.735. Therefore, this study shows that there is a significant positive correlation between teaching quality and employment quality in colleges and universities.

Table 4.2 Correlation Analysis Results of Teachers' Quality and Ability on Employment Quality of Graduates

Dimension	Teachers' quality and ability	Employment quality of graduates
Teachers' quality and ability	1	
Employment quality of graduates	.735**	1

Then the quality and ability of teachers are taken as independent variables, and the employment quality of graduates is taken as dependent variables for regression analysis. As shown in Table 4.3, the result shows that R^2 of the model is 0.523, which means that the research variables can explain 52.3% of the satisfaction change. Through F-test, it is found that the quality and ability of teachers have an influence on the employment quality of graduates. In addition, the regression analysis also shows that $B=0.785$, $P<0.05$, which shows that the quality and ability of teachers have a significant positive impact on the employment quality of graduates.

Table 4.3 Regression Analysis Results of Teachers' Quality and Ability on Employment Quality of Graduates

	Non-standardized coefficient		Standardized coefficient	t	p	R2	Adjusting R2	F
	B	Standard Error	Beta					
(Constant)	.686	.046	-	3.755	.000			
Teachers' quality and ability	.785	.035	.845	14.473	.000	.523	.574	248.956

To sum up, the quality and ability of teachers are positively related to the employment quality of graduates. High-quality teachers can bring better education and teaching environment and knowledge and skills, thus improving students' employment

competitiveness and employment quality.

4.4 Relationship between Students' Learning Achievement on Employment Quality of Graduates

This study uses the method of correlation analysis to study the correlation between the students' learning achievements of teaching quality and the employment quality of graduates. As shown in Table 4.4, it is found that there is a positive correlation between them through significance test, and the correlation coefficient is 0.783. Therefore, this study shows that there is a significant positive correlation between teaching quality and employment quality in colleges and universities.

Table 4.4 Correlation Analysis Results of Students' Learning Achievement on Employment Quality of Graduates

Dimension	Quality of Graduates	
	Students' learning achievement	Employment quality of graduates
Students' learning achievement	1	
Employment quality of graduates	.783**	1

Furthermore, the students' academic achievements are taken as independent variables, and the employment quality of graduates is taken as dependent variables for regression analysis. As shown in Table 4.5, the result shows that the R^2 of the model is 0.598, which means that the research variable can explain 59.8% of the satisfaction change. Through F-test, it is found that students' learning achievements have an impact on the employment quality of graduates. In addition, the regression analysis also shows that $B=0.755$, $P<0.05$, indicating that students' learning achievements have a significant positive impact on the employment quality of graduates.

Table 4.5 Regression Analysis Results of Students' Learning Achievement on Employment Quality of Graduates

	Non-standardized coefficient		Standardized coefficient	t	p	R2	Adjusting R2	F
	B	Standard Error	Beta					
	(Constant)	.676	.035					
Students' learning achievement	.755	.023	.721	13.734	.000	.598	.564	242.864

4.5 Relationship between Teaching Resources and Support on Employment Quality of Graduates

In this study, the correlation analysis method is used to study the correlation between the teaching resources and support of college teaching quality and the employment quality of graduates. As shown in Table 4.6, it is found that there is a positive correlation between them through significance test, and the correlation coefficient is 0.744. Therefore, this study shows that there is a significant positive correlation between teaching quality and employment quality in colleges and universities.

Table 4.6 Correlation Analysis Results of Teaching Resources and Support on Employment Quality of Graduates

Dimension	Teaching resources and support	Employment quality of graduates
Teaching resources and support	1	
Employment quality of graduates	.744**	1

Furthermore, the teaching resources and support are taken as independent variables, and the employment quality of graduates is taken as dependent variables for regression analysis. As shown in Table 4.7, the result shows that the R^2 of the model is 0.533, which means that the research variable can explain 53.3% of the satisfaction change. Through F-test, it is found that teaching resources and support have an impact on the employment quality of graduates. In addition, the regression analysis also shows that $B=0.772$, $P<0.05$, indicating that teaching resources and support have a significant positive impact on the employment quality of graduates.

Table 4.7 Regression Analysis Results of Teaching Resources and Support on Employment Quality of Graduates

	Non-standardized coefficient		Standardized coefficient	t	p	R2	Adjusting R2	F
	B	Standard Error	Beta					
(Constant)	.642	.031	-	4.852	.000			
Teachers' Quality and Ability	.772	.086	.845	12.346	.000	.533	.532	258.972

4.6 Relationship between Teaching Environment and Management on Employment Quality of Graduates

This study uses the method of correlation analysis to study the correlation between the teaching environment and management of teaching quality in colleges and universities and the employment quality of graduates. As shown in Table 4.8, it is found that there is a positive correlation between them through significance test, and the correlation coefficient is 0.719. Therefore, this study shows that there is a significant positive correlation between teaching quality and employment quality in colleges and universities.

Table 4.8 Correlation Analysis Results of Teaching Environment and Management on Employment Quality of Graduates

Dimension	Teaching environment and management	Employment quality of graduates
Teaching environment and management	1	
Employment quality of graduates	.719**	1

Furthermore, the teaching environment and management are taken as independent variables, and the employment quality of graduates is taken as dependent variables for regression analysis. As shown in Table 4.9, the result shows that R^2 of the model is 0.584, which means that the research variable can explain 58.4% of the satisfaction change. Through F-test, it is found that the teaching environment and management have an impact on the employment quality of graduates. In addition, the regression analysis also shows that $B=0.709$, $P<0.05$, which shows that the teaching environment and management have a significant positive impact on the employment quality of graduates.

Table 4.9 Regression Analysis Results of Teaching Environment and Management on Employment Quality of Graduates

	Non-standardized coefficient		Standardized coefficient	t	p	R2	Adjusting R2	F
	B	Standard Error	Beta					
(Constant)	.613	.076	-	3.145	.000			
Teachers' Quality and Ability	.709	.023	.734	11.744	.000	.584	.578	216.357

Chapter 5 Conclusion and Recommendations

5.1 Introduction

In the previous chapter, the correlation between variables was analyzed in detail, and the corresponding conclusions were drawn according to the results. On this basis, some improvement measures are put forward in this chapter to promote the future development of colleges and universities.

5.2 Conclusion

5.2.1 There is a Positive Correlation between Supplier Selection and Service Quality of Supply Chain Management

According to the above data, it is found that the P value between teachers' quality ability and graduates' employment quality is less than 0.01, which shows that it is significant at the level of 10%. At the same time, the correlation coefficients between teachers' quality and ability and graduates' employment quality are 0.735 respectively. This means that there is a significant positive correlation between one dimension of college teaching quality and the employment quality of graduates to some extent, and the correlation is strong.

In the research, it is found that the quality and ability of teachers have a positive impact on the employment quality of graduates. This means that improving the quality and ability of teachers will help improve the employment situation of graduates. Based on this conclusion, the following suggestions are put forward to further improve the teaching quality of colleges and universities and cultivate high-quality graduates.

First of all, teachers' comprehensive quality and teaching ability need to be strengthened. Colleges and universities should pay attention to the selection of teachers with high professional ability and teaching experience, and provide corresponding training opportunities to continuously improve their professional level and teaching methods. In addition, colleges and universities can establish a teacher evaluation system to evaluate and feedback the teaching quality of teachers by means of peer review and student evaluation, so as to promote the further growth and improvement of teachers.

Secondly, colleges and universities can improve the employment competitiveness of graduates by increasing the opportunities of practical teaching. Practice teaching is an important way to apply theoretical knowledge to practical problems, which can cultivate students' practical operation ability and problem-solving ability. Therefore, colleges and universities should strengthen cooperation with enterprises and society, and provide more practical opportunities, such as internship, training and project cooperation, so that students can study and practice in real situations and improve their competitiveness in the job market.

Finally, colleges and universities should strengthen contact and cooperation with enterprises and industries. Understand the needs of enterprises and the development trend of the industry, adjust and improve the teaching content and methods to make it closer to the actual needs. At the same time, establish more channels for internship, employment and cooperation, and provide more practical opportunities and employment opportunities for students.

Teachers' quality and ability have a positive impact on graduates' employment quality. By strengthening teachers' quality and ability, improving practical teaching, cultivating comprehensive ability and innovative thinking, strengthening employment guidance and entrepreneurship education, and strengthening contact and cooperation with enterprises and industries, colleges and universities can better cultivate high-quality graduates and improve their employment quality and competitiveness. This can not only meet the social demand for high-quality talents, but also promote the development and progress of colleges and universities themselves.

5.2.2 There is a Positive Correlation between Students' Learning Achievement on Employment Quality of Graduates

According to the above data, it is found that the P value between students' learning achievements and graduates' employment quality is less than 0.01, indicating that there is significance at the level of 10%. At the same time, the correlation coefficients between students' learning achievements and graduates' employment quality are 0.783 respectively. This means that there is a significant positive correlation between one dimension of teaching quality in colleges and universities and the employment quality of graduates to some extent, and the correlation is strong.

Students' learning achievements have a positive impact on the employment quality of graduates. In order to further improve the employment quality of graduates, we can proceed from the following aspects:

Practice education is the key link to cultivate students' practical operation ability and problem-solving ability. Through practice teaching, students can apply theoretical knowledge to practice. To this end, the school can establish more laboratories, studios, training centers and other practical teaching places to provide students with more practical opportunities. In addition, the school can also cooperate with enterprises to carry out internship programs, so that students can study and practice in a real working environment and improve their practical ability and adaptability.

In addition to professional knowledge, students need to have a certain

comprehensive quality in the job market. Schools can strengthen the cultivation of students' comprehensive quality by offering quality education courses, cultivating students' innovative thinking and teamwork ability. In addition, the school can hold all kinds of competitions, community activities, voluntary services, etc., to provide students with a platform to show and exercise their comprehensive ability.

Schools can establish a sound employment guidance system and provide personalized employment consulting and career planning services. Provide graduates with support and help in job market information, vocational skills training, resume writing and interview skills. At the same time, the school can also establish close ties with enterprises or industries, invite business people to the school for lectures or recruitment, so that students can understand the needs of the job market and establish contacts with enterprises.

To sum up, by strengthening practical education, comprehensive quality training, employment guidance and career planning, students' learning achievements can be further improved, thus effectively improving the employment quality of graduates. By comprehensively applying these measures, schools can pay attention to students' practical ability, comprehensive quality and career development planning in the process of cultivating students, so as to make full preparations for graduates' successful employment. This will help to meet the demand for high-quality talents in the job market, enhance the competitiveness and employment quality of graduates, and promote the school's own development.

5.2.3 There is a Positive Correlation between Teaching Resources and Support on Employment Quality of Graduates

According to the above data, it is found that the P value between teaching resources and support and the employment quality of graduates is less than 0.01, which shows that it is significant at the level of 10%. At the same time, the correlation coefficients between teaching resources and support and the employment quality of graduates are 0.744 respectively. This means that there is a significant positive correlation between one dimension of college teaching quality and the employment quality of graduates to some extent, and the correlation is strong.

Teaching resources and support are important factors affecting the employment quality of graduates. In improving the employability and competitiveness of graduates, the following are some suggestions:

Colleges and universities should ensure that the number of teachers is sufficient, and they have rich subject knowledge and teaching experience. At the same time, colleges and universities should also invest enough money to provide advanced teaching equipment and laboratory facilities to provide students with a good learning environment and practical opportunities. These resources can help students better master professional knowledge and skills and improve their competitiveness in the job

market.

In addition to providing advanced equipment and laboratory facilities, colleges and universities should also strengthen cooperation with society and industry, and actively carry out practical teaching activities such as internship, training and project cooperation. Through contact with real work scenes, students can better understand and apply what they have learned, and cultivate their practical operation ability and problem-solving ability. Practice teaching can improve students' professional quality and practical ability and provide strong support for their employment.

Colleges and universities should establish a sound student counseling and employment guidance system to provide personalized help and guidance for students. Students can get advice on career planning and employment through face-to-face communication with professional consultants. Colleges and universities can also organize activities such as vocational skills training and employment skills lectures to help students improve their employability and self-confidence. Personalized help and guidance will help students better understand their own advantages and interests, so as to find a suitable career development direction.

In short, teaching resources and support have a positive impact on the employment quality of graduates. By providing sufficient and high-quality teaching resources, strengthening practical teaching links and providing personalized help and guidance, colleges and universities can improve graduates' employability and competitiveness and better support their employment quality.

5.2.4 There is a Positive Correlation between Teaching Environment and Management on Employment Quality of Graduates

According to the above data, it is found that the P value between the teaching environment and management and the employment quality of graduates is less than 0.01, which shows that it is significant at the level of 10%. At the same time, the correlation coefficients between teaching environment and management and the employment quality of graduates are 0.719 respectively. This means that there is a significant positive correlation between one dimension of college teaching quality and the employment quality of graduates to some extent, and the correlation is strong.

Teaching environment and management have a positive impact on the employment quality of graduates. In order to further improve the employment quality of graduates, we can proceed from the following aspects:

Schools should actively create a good learning atmosphere so that students can actively participate in their studies. Schools can strengthen students' participation in class, encourage students to actively ask questions and communicate, and stimulate their interest in learning and thinking ability. At the same time, schools should also provide good learning facilities and resources, such as libraries and laboratories, to

create good learning conditions for students.

Schools should pay attention to introducing and cultivating high-level teachers, who should not only have solid academic literacy and professional knowledge, but also have good teaching ability and teaching attitude. Schools can strengthen teachers' training and evaluation mechanism, improve teachers' teaching quality and create a good atmosphere of teacher-student interaction. In addition, schools can also introduce advanced teaching techniques and means, such as online teaching platforms and virtual laboratories, to provide more high-quality teaching resources.

Schools should strengthen student management and counseling, and pay attention to each student's learning situation and development needs. Schools can establish a sound student file and evaluation system to provide students with personalized learning guidance and counseling. Equally important, schools should also pay attention to cultivating students' autonomous learning ability and problem-solving ability, guide students to actively participate in learning and practice, and enhance their comprehensive quality and competitiveness.

To sum up, by creating a good learning atmosphere, providing high-quality teaching resources and strengthening student management and counseling, the employment quality of graduates can be further improved. Schools can give full play to the advantages of educational resources, provide a good learning environment and management services for each student, and cultivate their comprehensive quality and employment competitiveness. This will help to improve the employment rate and quality of graduates, and promote the development of schools and social and economic progress.

5.3 Recommendation

Future research can be discussed in depth from the following aspects:

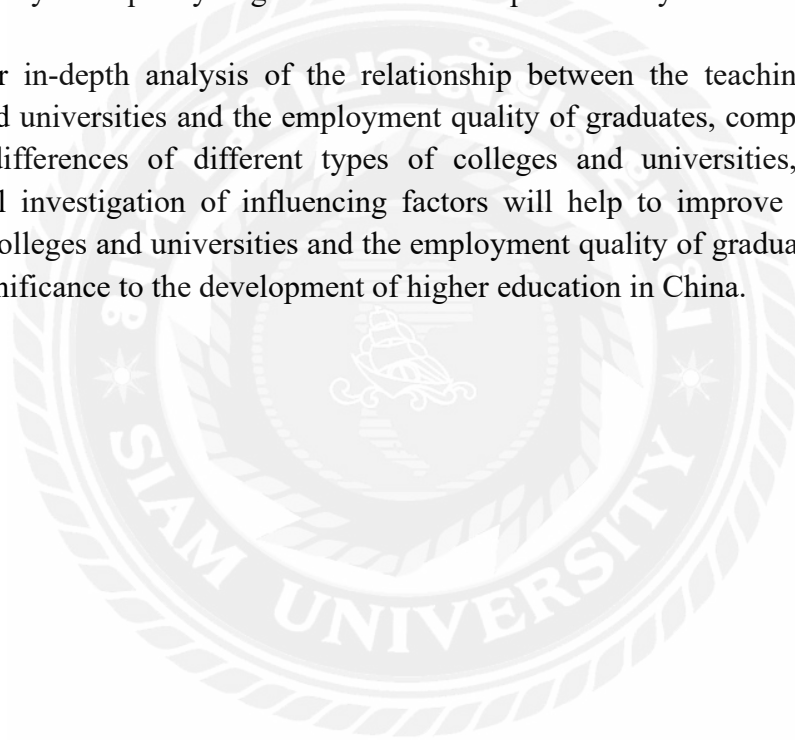
First of all, we can further analyze the influence mechanism of college teaching quality on graduates' employment quality. Under the background of rapid social and economic development and fierce competition in human resources market, how the teaching quality of colleges and universities affects the employment quality of graduates deserves further study. Through quantitative analysis indicators, such as the allocation of teaching resources, teaching methods, teaching quality evaluation system, and qualitative research methods, such as in-depth interviews with graduates and employers, we can explore how the teaching quality affects the employment situation of graduates.

Secondly, we can compare the differences between the teaching quality of different types of colleges and universities and the employment quality of graduates. At present, there are many kinds of higher education institutions in China, including comprehensive

universities and vocational colleges. The teaching quality of different types of colleges and universities is quite different. Therefore, we can choose different types of colleges and universities to make a comparative study, explore whether there are differences in the influence of teaching quality on the employment quality of graduates, and analyze the reasons for the differences.

In addition, we can examine the influence of college teaching quality on graduates' employment quality from different dimensions. In addition to the discussion from the perspective of teaching quality, we can also consider the influence of other factors on the employment quality of graduates, such as discipline and specialty setting, practical experience in practice and employment guidance. By comprehensively investigating the influence of these factors on the employment quality of graduates, it is helpful to understand the relationship between the teaching quality of colleges and universities and the employment quality of graduates more comprehensively.

Further in-depth analysis of the relationship between the teaching quality of colleges and universities and the employment quality of graduates, comparison of the influence differences of different types of colleges and universities, and multi-dimensional investigation of influencing factors will help to improve the teaching quality of colleges and universities and the employment quality of graduates, which is of great significance to the development of higher education in China.



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Appendix

Vocational education has the important mission of training technical personnel and serving the economic development of the region. The employment quality of students from higher vocational colleges is not only related to the achievement of the goal of high-quality development of vocational education in the region, but also to the high-quality development of education and the integrated development of economy and society in the whole region. The purpose of this questionnaire is to understand the employment situation of graduates from higher vocational institutions and to provide suggestions for improving the system to ensure quality employment in vocational education in the future. Please answer the questionnaire according to your actual situation. The results of the survey will be used for research purposes only and your personal answers will be kept strictly confidential. Thank you for your support of this study!

Part I: Basic information

1 Your gender:

- Male
 female

2 Your age:

- below 30 years old
 30-40 years old
 40-50 years old
 50 years old or above

3 Your position in the company is:

- student
 teacher
 financial staff
 manager

Part II: Please tick the option you think is the most suitable for the survey of the employment quality of graduates in the school.

Questionnaire survey on the quality of employment of graduates from higher education institutions

Factors	Title item	Degree of agreement				
		1	2	3	4	5
Teachers' quality and ability	Teachers' teaching ability meets your expectations.					
	Teachers' professional knowledge level is comprehensive.					

	Teachers can make corresponding teaching plans and teaching methods according to the actual situation and needs of students.					
	Teachers pay attention to the cultivation of students' comprehensive quality.					
Students' learning achievement	Do you think what you have learned in this course can be applied to practical work?					
	Your interest in this course has been improved.					
	You have mastered enough professional knowledge in this course.					
	Do you think your learning results are in line with your expectations?					
Teaching resources and support	Do you think the teaching resources provided by this course are sufficient?					
	Do you think the practical resources provided by this course can fully support your course study?					
	Do you think the teaching methods of this course are diversified?					
	Do you think the teaching quality and effect of this course are better?					
Teaching environment and management	Do you think the teaching environment of this course is good?					
	Do you think the management and organization of this course are orderly?					
	In the process of teaching, you have encountered fewer problems.					
	Do you think these problems can be properly solved?					
Employment quality of graduates	Do you think this course has provided you with enough vocational skills training?					
	Do you think this course can play an important role in your future career development?					
	Do you think this course is helpful to your career development and employment?					
	Your expectations can be realized as scheduled.					