



Research on the evaluation system of high quality employment of college graduates from the perspective of "moral cultivation"

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Abstract. Employment is the biggest livelihood project and foundation project. Through the analysis of the connotation of "moral cultivation", this paper determines the ideas and principles of the construction of high-quality employment evaluation system for college graduates from the perspective of "moral cultivation". From six dimensions of moral education effect, humanistic quality, civic consciousness, knowledge and skills, personal development and social adaptability, the high-quality employment of college graduates is studied, reflecting the inherent requirements of high-quality employment of graduates, helping colleges and universities to optimize the path of education and the realization of high-quality employment of graduates.

Keywords: "Moral cultivation"; High quality employment; Evaluation system.

1 Introduction

Throughout history, morality has always been the highest quality pursued by humanity, and moral education is also the most important factor in educational activities. The famous Greek philosopher Aristotle believed that virtue is the best quality^[1]. The Chinese philosopher Confucius also considered moral education to be of primary importance in education. In the current educational system, "moral cultivation" is the fundamental task of education, and moral education takes precedence among the five types of education. As the main battleground for talent cultivation, universities should pay more attention to shaping students' character and perfecting their personalities while imparting knowledge and cultivating abilities. Only in this way can high-quality employment for university graduates be achieved.

2 The Connotation of High-quality Employment of College Graduates from the Perspective of "Moral Cultivation"

2.1 What is "Moral Cultivation"

Confucius believed that, moral education is the first, learners have the basic filial piety, benevolence, the pursuit of excellent moral character, and then through cultural learning to achieve personal all-round development. "moral cultivation" is not only the cultivation of individual virtues, but also the cornerstone of social harmony and progress.^[2]

2.2 Connotation of High-quality Employment of College Graduates from the Perspective of "Moral Cultivation"

From the perspective of "moral cultivation" education, graduates' high-quality employment goes beyond the narrow understanding of job satisfaction at the surface level (rich salary, superior treatment, prominent status), but expands into a broad field covering personal growth and social contribution, which is a deep career realization and life meaning pursuit^[3]. "moral cultivation" and high-quality employment are mutually reinforcing relationships. Under the education of "moral cultivation", graduates transmit their own values and moral standards to the workplace and become good citizens and excellent employees. From the perspective of "moral cultivation", high-quality employment is not only a symbol of personal achievement, but also a comprehensive reflection of personal moral quality, social responsibility and comprehensive ability.^[4] This paper holds that the high-quality employment of graduates from the perspective of "cultivating talents by virtue" can be summarized as: a comprehensive embodiment of the integration of personal virtue improvement, career growth and social responsibility practice.

3 The Construction of High-quality Employment Evaluation System of College Graduates from the Perspective of "Moral Cultivation"

The 20th report of the Communist Party of China pointed out: "The fundamental of educating people lies in virtue. We will fully implement the Party's educational policy, carry out the fundamental task of moral cultivation, and train socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor." The educational goal of "moral cultivation" requires colleges and universities not only to cultivate graduates' excellent professional quality and skills, but also to put morality first and establish students' positive and positive professional concepts and noble personality qualities.

3.1 Fully Reflect the Impact of "Moral Cultivation" on Graduates' High-quality Employment

A university is a unit of society and a "symbol of The Times". The goal of college education is to change with the change of social environment. In addition to the education of professional knowledge and vocational skills, college education is also the cultivation of individual ideology. And "moral cultivation" is the foundation of college education, which is to cultivate the talent resources that meet the contemporary market demand on the basis of grasping the spirit of The Times. The cultivation of "moral cultivation" helps students to grasp the relationship between themselves, society and the country, and actively face the path of personal development under the severe employment situation. Graduates should not only become job seekers, but also create new positions, so as to solve the current employment difficulties^[5]. In the realistic background of actively promoting entrepreneurship and employment education in colleges and universities, how to train people is the core issue that colleges and universities consider.

3.2 Fully Reflect the General Principles of the Evaluation System

The evaluation system should be able to comprehensively and comprehensively reflect the high-quality employment of graduates, and should comply with the following principles:

First, the principle of comprehensiveness. the evaluation system should cover all levels of graduates' employment, including employment satisfaction, career development prospects, employment rate, etc. At the same time, consider graduates' personal development, as well as graduates' adaptability to social, economic and cultural development.

Second, the principle of objectivity. The indicators and methods selected by the evaluation system should be as objective as possible to reduce the interference of subjective factors. Therefore, the combination of qualitative and quantitative methods should be adopted to ensure the credibility and reliability of the evaluation results.

Third, guiding principles. In addition to measuring the employment quality of graduates, the evaluation system should also be able to provide reliable guidance for the career development of college graduates and college education according to the evaluation results.^[6]

4 The Construction of Graduates' High-Quality Employment Evaluation System from the Perspective of "Moral Cultivation"

This paper establishes the high quality evaluation system of graduates from six dimensions: moral education effect, humanistic quality, Civic consciousness, knowledge and skills, personal development and social adaptability.

4.1 Core Elements of the Graduates' High-quality Employment Evaluation System

Moral education Effect. The effect of moral education focuses on the moral and ethical development of graduates, involving the values of integrity, justice, responsibility and so on. The above factors are the cornerstone of graduates' growth and long-term career development, the foundation of social and professional development, and the quality based on technical ability.^[7] Graduates with high moral character are more likely to gain the trust of enterprises and establish good interpersonal relationships in the workplace, so as to achieve more stable career development. The core elements of the effectiveness of moral education include: moral cognition, social responsibility, cultural inheritance and innovation.

Humanistic Quality. Humanistic qualities reflect an individual's cultural understanding and emotional intelligence, which can not only promote an individual's all-round development, but also enhance an individual's ability to solve complex problems and establish innovative thinking. When a graduate has a strong humanistic quality, he or she is usually able to have empathy, creativity and leadership in the work, which is conducive to the high-quality development of graduates in the workplace.^[8] The core elements of humanistic quality include: interpersonal skills, cultural appreciation and participation, mental health and accomplishment.

Civic Consciousness. Citizenship involves legal awareness, public participation and a global perspective, and focuses on graduates' responsibilities as members of society. Citizenship helps graduates to make responsible decisions about society and others in their professional and personal lives. Graduates with a sense of citizenship are more likely to participate in solving social problems and become responsible members of society. The core elements of citizenship include: legal awareness, public participation, and global vision.

Knowledge and Skills. Knowledge and skills are the professional knowledge and practical skills possessed by individuals, and are the necessary indicators to evaluate the quality of employment. Graduates' knowledge and skills are directly related to job performance and career development, and a high level of knowledge and skills is an important basis for high-quality employment. The core elements of knowledge and skills include: professional knowledge, skill mastery, innovation and problem solving.

Personal Development. Personal development involves graduates' career planning, lifelong learning and self-management abilities, which contribute to graduates' competitiveness in the workplace. Graduates' personal development has a direct impact on their career achievement and satisfaction. Active career planning, continuous learning and good self-management are the keys to achieving high-quality employment. The core

elements of personal development include career planning, lifelong learning and self-management.

Social Adaptability. Social adaptability involves the ability to communicate, cooperate and adapt, focusing on the interaction and adaptation between graduates and the social and working environment. Graduates with strong social adaptability are able to quickly integrate into and adapt to work, establish effective working relationships, and cope with work challenges stably and efficiently. The core elements of social adaptability include communication skills, teamwork, and adaptability to the environment.

4.2 Construction of High-quality Employment Evaluation Index System for Graduates

Based on the analysis of graduates' high-quality employment situation from the perspective of "moral cultivation", combined with the previous analysis, the establishment of graduates' high-quality employment evaluation system including 6 first-level indicators and 18 second-level indicators, as shown in Table 1:

Table 1. Evaluation index system of graduates' high-quality employment

First-level index	Secondary indicators	Indicator definition	Measurement method
Moral education effect	Moral cognition	Personal understanding and application of moral norms	Questionnaire survey, behavior observation
	Social responsibility	An individual's sense of concern and contribution to society	Service records, reflective reports
	Cultural inheritance and innovation	Understanding and innovation ability of national and human culture	Participation, project evaluation
Humanistic quality	Interpersonal skills	The ability to communicate and collaborate with others	Peer evaluation, social testing
	Cultural appreciation and participation	Appreciation and participation in the arts and humanities	Participation, evaluation of works
	Mental health and accomplishment	Personal emotional management, stress coping and self-regulation	Psychological questionnaires, professional assessments
Civic awareness	Legal awareness	Knowledge of and compliance with laws and regulations	Knowledge questionnaire, behavior check
	Public participation	Enthusiasm and ability to participate in social and public affairs	Participate in records and questionnaire surveys
	Global vision	The ability to understand international rules and respect multiculturalism	Exchange experiences, knowledge testing
Knowledge and Skills	Professional knowledge	The ability to master and apply professional knowledge to solve problems	Test scores, certification
	Skill mastery	Practical ability and technical application in the field of expertise	Operation assessment, skill certificate

	Innovation and problem solving	Innovative thinking and problem solving skills in the face of new situations	Project participation and case analysis
Personal development	Career planning	The ability to plan for your career development	Planning report, objective evaluation
	Lifelong learning	An attitude of continuous learning and the ability to acquire new skills	Learning records, skill tests
	self-management	The ability to manage time, regulate emotions, and be self-motivated	Time journal, satisfaction survey
Social adaptability	Communication skills	The ability to present information, communicate and listen to feedback	Presentation, communication and evaluation
	Teamwork	Sense of cooperation, role commitment and the ability to work together	3. Team feedback, cooperation testing
	Adaptability to the environment	The ability to adapt to new environments, cultures, and job requirements	Adaptability testing, feedback evaluation

4.3 Determination of the Weight of Graduates' High-quality Employment Evaluation Indicators

Because of the different importance of different indicators, this paper will use the analytic hierarchy process to calculate the weight of each indicator. The analytic hierarchy process (AHP) is to decompose the problem into different levels and factors to form a hierarchical structure model. By comparing the relative importance of each factor in pairwise, the index weight is calculated. By inviting 10 experts to compare the indicators at all levels in pairwise, the index weight is obtained. The judgment matrix of first-level indicators is shown in Table 2:

Table 2. Primary index judgment matrix

index	Moral education effect	Humanistic quality	Civic awareness	Knowledge and skills	Personal development	Social adaptability	Weights
Moral education effect	1	1	2	2	2	2	0.25
Humanistic quality	1	1	2	2	2	2	0.25
Civic awareness	1/2	1/2	1	1	1	1	0.125
Knowledge and skill	1/2	1/2	1	1	1	1	0.125
Personal development	1/2	1/2	1	1	1	1	0.125
Social adaptability	1/2	1/2	1	1	1	1	0.125

The maximum characteristic root of the judgment matrix is calculated as $\lambda_{\max} = 6$.

$$CI = \frac{\lambda_{\max} - n}{n - 1} = \frac{6 - 6}{6 - 1} = 0.$$

The RI value is 1.25, then:

$$CR = \frac{CI}{RI} = \frac{0}{1.25} = 0, CR < 0.10, \text{ meets the consistency test.}$$

According to the above process, the judgment matrix, weight and consistency test of the secondary indicators are calculated, and the calculation results are summarized to obtain the weight of the graduate high-quality employment evaluation index system, as shown in Table 3.

Table 3. The weights of the evaluation index system of high-quality employment of graduates

First-level index	Weights	Secondary indicators	weight
Moral education effect	25%	Moral cognition	40%
		Social responsibility	40%
		Cultural inheritance and innovation	20%
Humanistic quality	25%	Interpersonal skills	35%
		Cultural appreciation and participation	35%
		Mental health and accomplishment	30%
Civic awareness	12.5%	Legal awareness	40%
		Public participation	45%
		Global vision	15%
Knowledge skills	12.5%	Professional knowledge	40%
		Skill mastery	30%
		Innovation and problem solving	30%
Personal development	12.5%	Career planning	35%
		Lifelong learning	35%
		Self-management	30%
Social adaptability	12.5%	Communication skills	35%
		Teamwork	35%
		Adaptability to the environment	30%

The weight of moral education effectiveness and humanistic quality is 25 percent each, indicating that moral education and humanistic education are considered to be the two most important aspects when evaluating graduates' quality employment. This emphasizes that graduates need not only professional knowledge and skills, but also good moral cultivation and humanistic quality. The weight allocation reflects the emphasis placed on graduates' overall qualities, that is, not only professional knowledge and skills, but also the cultivation of moral, social and personal qualities to promote students' long-term career success and social adaptability.^[9]

5 Conclusion

Based on the perspective of "moral cultivation", this paper selects 6 first-level indicators and 18 second-level indicators to construct a high-quality employment evaluation system for college graduates, and obtains the weights of each indicator. The evaluation system strengthens the dual goals of moral cultivation and students' skills. On the one

hand, it emphasizes the importance of moral education, cultural literacy and civic awareness; on the other hand, it also highlights the necessity of professional knowledge, skill cultivation, innovation ability and adaptability. Colleges and universities should strive to produce well-rounded graduates who are not only successful in their professional fields, but also responsible, creative and adaptable members of society. As the indicators with the highest weight, the effectiveness of moral education and humanistic quality emphasize the responsibility of higher education in cultivating students' moral standards, social responsibility and cultural literacy. Therefore, it is required that colleges and universities should take moral education as the core part of the training plan and integrate it into all disciplines and courses.^[10] As an important part of the evaluation system, knowledge and skills emphasize the direct impact of professional knowledge and skills on graduates' employment. Institutions of higher education should provide practical and experimental opportunities to ensure that students have the required professional abilities upon graduation.

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