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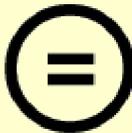
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**Master's Thesis of International Studies**

**An Assessment of Factors Influencing  
Employability Among University  
Graduates**

**- A Case Study of National University of  
Mongolia -**

동문 취업 가능성에 영향을 미치는 요인 평가: 몽골  
국립 대학교

**August 2022**

**Graduate School of International Studies  
Seoul National University  
International Studies**

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**An Assessment of Factors Influencing  
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**- A Case Study of National University of Mongolia -**

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**Submitting a master's thesis of  
International Area Studies**

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# Abstract

This study investigates the relationship between university graduates and their employability. The main purpose of the current thesis is to determine the employment status and level of university graduates and the availability of jobs, to examine challenging issues for university graduates, and to develop reports and recommendations for improving university graduates' employment and university curriculum.

Structured interviews were conducted with 525 graduate students, National University of Mongolia (20 percent) in the 2019-2020 academic year and determined their employment status and percentage. Using a qualitative and quantitative approaches exploratory research design and computer Assisted Telephone Interviewing were used to collect the university graduates survey data. In line with the current labor market change process, it is important to assess the employment status of university graduates, determine the causes and conditions of unemployment, whether the skills of university graduates are suitable for the labor market, the challenges faced by university graduates, and the advantages and disadvantages of the study period.

This study used a crosstabulation method which summarizes two variables. Our analysis shows a strong correlation between university graduates, their employability and curriculum. We conclude that there is a great need to develop curriculum which the survey participants see as a big problem.

**Keyword : employability, university graduates, National University of Mongolia**

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# Chapter 1. Introduction

People make dozens of choices, such as career, friends, spouse, place of residence, and environment, and a person's life path is a sequence of choices from the right and wrong options he or she makes throughout his or her life. "Decision-making" is defined in management textbooks as the process of choosing the most appropriate of the many areas of activity and options. Consistent with Manely H. Jones, decision makers make decisions after reviewing several selected alternatives because they predict that the actions, they choose will be more likely to achieve their goals than others and will have the least unwanted consequences (Jones, 1969). A father of management thinking P.P. Drucker, he views "Whatever a manager does, he does through making decision" (Drucker, 1955) Mistakes can lead to negative consequences, such as dissatisfaction and a lack of interest in the profession. According to Mongolian Higher Education Policy Paper, the professions that are most in demand in the labor market are currently incompatible with the fields in which students' study, and most private universities offer social studies and business majors (Mongolian Higher Education Policy, 2008). Although there is a great demand for science and technology in the labor market, only 23% of students are studying in this field. Only 36 percent of university graduates find employment, while 60 percent of vocational school university graduates find employment. The majority of those who have found employment and completed higher education are university graduates of state-owned or public schools. Despite high tuition fees, urban parents continue to send their children to college. In addition, about 67 percent of all loans to herders are for higher education. Tuition fees are putting pressure on households, but the number of university students is not declining.

The process of employment is one of the most pressing problems in any country of modern society. It is an important indicator of the level of development of the country's economy, shows the direction of correction of political courses. Globalization and technological progress greatly contribute to economic development and the growth of employment opportunities, but at the same time increase the instability of the employment process and increase the risk of unemployment. Young specialists are the most energetic and creative social group. They are ideological, ambitious, bold, possess systematic modern professional knowledge, and are a valuable human resource. The employment of young specialists concerns not only the university graduates themselves, but also the whole society.

Therefore, consideration of issues related to the problems of youth entering the labor market is an important component in the analysis of the economic state of the labor market. University graduates often try to solve problems related to employment on their own after completing their studies. However, the unpredictability of the labor market, the lack of complete information about vacancies, an overabundance of university graduates of some specialties leads to numerous problems that hinder their entry into the labor market. What is the effect of university graduates on employability? It is hypothesized that there is effect from environment such as parents, teachers or friends and there is effect of socio-economic effect as salary and income.

And therefore, it is extremely important for the socio-demographic group of young people to have an understanding of the basic requirements of employers to get a job. Similarly, employers cannot always clearly formulate their requirements,



leaving them vague, or overstating their bar. The employer must also clearly represent the real portrait of the current university graduates and not attribute impossible qualities and requirements to them. Therefore, it is necessary to identify the main difficulties that university graduates face at the beginning of the employment process in order to create the possibility of preventing them.

Thus, in this paper, the problem of the discrepancy between the related prospects of employers and university graduates will be analyzed. The main purpose of the current thesis is to determine the employment status and level of university graduates and the availability of jobs, to examine challenging issues for university graduates, and to develop reports and recommendations for improving university graduates' employment and training program outcome.

The research questions for this study are: What is going on with graduate employability? Were graduates satisfied with their studies and professional job situation? Where is the problem with the causes of university graduates' unemployment - career choice, the job market, or the university curriculum?

According to the statistics for the 2019-2020 academic year, 95 higher education institutions in Mongolia are involved in statistics and conduct training activities. Of the 95 higher education institutions, 36.8 percent are universities, 52.6 percent are colleges, 7.4 percent are colleges, and 3.2 percent are foreign affiliates. Compared to the previous academic year, the number of universities, colleges, and affiliates remains the same. Of the 21 public schools, 14 (66.7%) are universities and 7 (33.3%) are institutes; Of the 71 private schools, 21 (29.6%) are universities, 43 (60.6%) are institutes, and 7 (9.9%) are colleges. Out of 95 higher education institutions, 85 are located in Ulaanbaatar and 10 are located in rural areas. Compared to the previous

academic year, the number of schools located in Ulaanbaatar decreased by 1 and the number of schools located in rural areas increased by 2(Graduate Employment Survey, 2017).

## **1.1. Study Background**

The National University of Mongolia (NUM) is the first university in the country and was established in 1942 with three faculties for higher education, which laid the foundation for the formation of the higher education system in Mongolia. In 1958, the Faculty of Veterinary Medicine and in 1961, the Faculty of Medicine became a branch of the university and became an independent university. The current University of Science and Technology was established in 1969, and the University of Humanities in 1979 as part of the NUM. Today, NUM is a major Mongolian intellectual center with 6 schools, 2 local schools, 3 national institutes, and other research units, as well as bachelor's, master's, and doctoral students, faculty, and staff (National University of Mongolia, 2021).

Since the 1990s, changes have been made to the tertiary education system, to the credit system, to the financial self-financing of universities, and to bring the content and standards of education closer to those of developed universities in the West. It has been operating under a new structure since the 2014-2015 academic year, and the NUM's Strategic Development Plan for 2016-2024 has been revised and approved. The goal is to transform the NUM from a training-based university into a research university that integrates academic knowledge with a vision of sustainable development into a socio-economic cycle and contributes to development.

As part of the reform, students at the NUM and other universities began to choose their major directly. In the case of the NUM, in order to provide a liberal art education,

it is necessary to study the general curriculum or, unlike other universities, to enroll in the professional program after 2-3 semesters. This is due to the fact that the NUM is a leading state-owned university and aims to be among the top 100 universities in Asia by 2024 in its strategic plan. The advantage of choosing a professional program after enrollment is that students choose their major after they have studied in the university environment and have a good understanding of the university learning process. It also has the advantage of being similar to the educational system of major foreign universities. However, students who choose to study a general core subject face problems such as not enrolling in some professional programs or enrolling too many students in some programs. Some members of the Parliament's Standing Committee on Education and Science have been critical of this issue. Numerous studies have been conducted internationally and nationally on the factors influencing the choice of professional programs. However, since the introduction of liberalization in our country, especially at the NUM, no research has been conducted on the basis on which students choose their professional programs after studying freely.

Article 1.3.6 of the states that "... as the unemployment rate is increasing among young people of working age, it is necessary to implement an employment policy aimed at university graduates of universities, colleges, vocational education and training institutions" (State Employment Policy , 2017). Therefore, the NUM, as a leading institution of higher education, research, training and production, on the one hand, and as a major supplier of specialists in the labor market, on the other hand, needs to conduct regular university graduates' surveys. In line with the current labor market change process, the causes and conditions of unemployment can be identified

by studying the employment characteristics of university graduates, whether the skills of university graduates are suitable for the labor market, the challenges faced by university graduates in employment, and the benefits of the study period. It is important to assess the weaknesses and then increase the quality and accessibility of the services and training provided by the university.

## **1.2. Purpose and Significance of the Research**

The purpose of this study is to analyze the current employment situation of NUM university graduates in the 2019-2020 academic year and to determine the causes of employment and unemployment. The main purpose of the study is to develop the necessary conclusions and recommendations for the management of the schools based on the evaluation of the employment of university graduates of the NUM and the strengths and weaknesses of the curriculum. In order to achieve the objectives of the study, the following objectives were set and resolved as follows: (1) to determine the employment status and level of university graduates and the availability of jobs, (2) to examine challenging issues for university graduates, (3) to develop reports and recommendations for improving university graduates' employment and training program outcomes.

## **1.3. Research Question**

Since the beginning of the 2000s, there has been a noticeable change in the vector of development of Mongolian higher education, the dynamism of transformations has increased, aimed at increasing the degree of compliance with the modern requirements of the innovation economy and the labor market. In our country, there has been a trend towards a transition to a knowledge-based economy associated with the development of new technologies, changes in the structure of employment of the population,

globalization of economic ties and increased competition.

In recent years, the demand for higher education has risen sharply, while the labor market remains incomplete need for skilled workers. In the structure of labor resources, imbalances have arisen, in fact, derived from the ineffective behavior of households when investing in education, the reason for this is the asymmetry of information: universities, in the face of an absolute reduction in the number of young people, sharply intensify the attraction of applicants, and objective information on the prospects for demand for labor remains insufficiently available for households.

Historical experience shows that even in conditions of a stable economic situation and the relative availability of information on the labor market, a significant number of university graduates are, to a certain extent, unprepared for the transition from school to work. The problems of finding and selecting the first job for a university graduate in conditions of high socio-economic uncertainty and risks arising during economic downturns and crises are becoming even more acute. Socio-economic instability and political tensions place strong pressure on young people as a demographic group that is considered both socially vulnerable and socially dangerous at the same time. The lack of demand for university graduates, their dissatisfaction with their financial position and status in society can provoke their deviant behavior and lead, as has already happened in the recent history of a number of countries, to major socio-political explosions. Effective social partnership, which includes active regulatory activities of the state, becomes especially significant in these conditions.

The need for scientifically grounded and effective management decisions in the field of labor and employment of university graduates in our country is also dictated by the segmentation of territorial, sectoral and professional qualification labor markets, a multinational component of the labor force, intensified migration processes, “brain drain” provoked by the lack of demand for specialists and inadequate conditions their labor, etc.

Thus, the relevance of the thesis research is due both to the objective limitations of the possibilities of higher education to respond promptly to dynamic changes in the labor market, and to the aggravation of the problem of employment of university graduates of higher education in the current socio-economic situation in Mongolia, caused by a change in the structure of employment and limited interaction between employers and universities.

An integrated approach to the problem of studying the position and behavior of university graduates in the labor market involves considering a set of areas that make up its services, especially the employment of young people as a separate socio-demographic group, the impact of higher education on the position of the employee in the labor market, as well as a range of problems related to improving the methods and technologies of employment of university graduates and the functioning of institutions in this segment of the labor market.

According to the level of training and competencies obtained, university graduates, as shown by surveys of employers, do not always meet their requirements. At the same time, the university graduates themselves, who are not satisfied with the job offered, wages and working conditions, often refuse to be employed in their specialty. Taken together, this leads to low efficiency in the use of the labor of young specialists, which makes it possible to raise the question of the “overproduction” of specialists with higher education, and the unsatisfactory quality of their major.

I want to answer the three main questions which are: (1) What is going on with graduate employability? Were graduates satisfied with their studies and professional job situation? (2) Where is the problem with the causes of university graduates' unemployment - career choice, the job market, or the university curriculum? (3) How NUM impact on work careers after graduation, and to what extent does the university graduates face challenge to find a job?

## 1.4. Research Design

Quantitative and qualitative methodologies were used in this study. The study used a combination of quantitative and qualitative research methods. Document analysis and telephone reporting were used to collect survey data. Quantitative data were processed and qualitative data analysis was encoded, classified, and modeled using new icons. A total of 2,345 university graduates graduated from the NUM in the 2019-2020 academic year with more than 100 programs. In terms of the total fall and spring graduation ratio, a total of 2,345 university graduates graduated from 7 schools of the NUM, of which 22.5 percent graduated in the fall semester and 75.5 percent in the spring semester.

Based on this information, the goal is to cover at least 20 percent of the total number of university graduates, or more than 550 university graduates. A total of 550 (winter graduation-160, spring graduation-390) university graduates will be involved in the survey. Moreover, based on the number of university graduates (22.5% in the winter and 77.5% in the spring), it is planned to involve university graduates from each school.

Documentary research and telephone reporting were used to collect survey data. Statistical data, previous research reports, and documentary research were used to study secondary sources, and telephone reporting was used to collect employment information from university graduates. Since NUM university graduates work in every corner of Mongolia, collecting information using telephone reporting has the advantage of gathering information in a timely manner and saving time and money. On the other hand, the disadvantages of this study may be that some university graduates did not receive information due to changes in contact numbers,

disconnection, denial of service, or refusal, and limited access to information only by telephone contact. I think it was an advantage to be able to call each graduate and get the survey accurate.



## **Chapter 2. Analytical Framework**

### **2.1. Literature Review**

An integrated approach to the problem of researching the position and behavior of university graduates in the labor market involves considering a set of areas that make up its services, peculiarities of youth employment as a separate socio-demographic group, the impact of higher education on the position of an employee in the labor market, as well as a range of problems related to improving the methods and technologies of employment of university graduates and the functioning of institutions in this segment of the labor market. The theoretical concepts of the labor market are set out in the fundamental works of the outstanding representatives of economic science - Keynes J.M., Cornai J., Marx K., Marshall A., Mill J. S., Petty W., Ricardo D., Smith A., Friedman M., and others.

Almost all of the most significant economic schools include areas related to the theory of the labor market and the practice of its regulation. In the works of the classics, approaches to assessing the performance of an individual and the impact on it with the help of certain investments were outlined at the theoretical level. A rich theoretical and empirical literature both in our country and abroad is devoted to the study of processes in Mongolian labor market. A few works of Mongolian researchers contain a large number of deep theoretical ideas and productive methodological approaches.

The wide understanding by domestic scientists of the problem of career guidance, social and professional formation of young people - not only as a choice of a profession, but also as a choice of a form of education, type of educational institution - contributed to the study of youth orientations towards higher education,

the values of education and profession in the minds of young people, their educational plans (Selenge P., Gan-Otgon J., and others). Studies of the interests, needs and motives of an individual in the field of education in connection with the transition to labor and professional activity, issues of professional self-determination of young people are analyzed in the works of Oyuntuya G., Jargalmaa D., Erdenechuluun D. and others.

Since the mid-1990s, separate works began to appear in our country that consider the labor behavior of students and university graduates of universities and the impact of labor motivation and orientation on the process of their adaptation in the labor market. Despite resource constraints, when the research base was forced to be limited to one university or one city, the results important for the development of the topic. An extensive material on the employment of university graduates has been accumulated by Western European and American employment services. Based on long-term observations of this segment of the labor market, they have the opportunity, based on changes in the economic situation, to build long-term forecasts of the employment of young specialists with a high degree of detail in such parameters as specialty by diploma, gender, age, sphere and type of employment, level of initial wages and a number of other things.

Among the most detailed, both in terms of the amount of information and the level of analysis, one should single out a series of publications by the Institute for the Study of Education in Great Britain, the English Graduate Employment Service, as well as the similar French series *l'Étudiant* and the German *Berufsstart Wirtschaft/Technik*. The issues of accessibility and quality of education, its importance for expanding the opportunities for self-realization of a person, as well

as the role of education in the human development index are reflected in the Human Development Concept being developed by the United Nations Development Program (UNDP). The requirements for the nature of social and labor relations, the modern workplace, the content and working conditions, its assessment and remuneration are comprehensively defined, disclosed and formalized in the form of key indicators in the Decent Work Concept put forward by the International Labor Organization.

The criteria proposed by these concepts make it possible to determine the place of Mongolia in the corresponding global rankings and to identify reserves for improvement against the background of world standards. In connection with the development and implementation of the concept of reforming the education system in Mongolia, studies on various aspects of higher education were carried out at NUM, and other institutes such as the Independent Institute for Social Policy, the Research Institute of Labour and Social Protection and Ministry of Labor and Welfare.

At the same time, in the domestic literature and research practice, there is still insufficient representation of works in which, on the basis of the main modern economic theories and concepts, the position and behavior of university graduates in the labor market are comprehensively and comprehensively considered, including the advantages and vulnerable aspects of this group, the determinants of the labor supply of these workers and the demand for their labor on the part of employers, the peculiarities of the functioning of institutions in this segment of the labor market, and finding for effective management decisions in this area are being developed. The need to solve problems of a theoretical and applied nature associated with increasing the efficiency of training and the success of employment of university graduates

determined the choice of the research topic, its goal, objectives, logic and structure of work.

The object of the research is the labor market of university graduates. The subject of the research is the social and labor relations of the subjects of the labor market in the process of overcoming the threshold “study – work” by university graduates. The theoretical and methodological foundation of the current research is the primary concepts and necessities presented in the classical and modern works of domestic and foreign scientists and specialists, as well as research teams in the spheres of economic theory of labor, the theory of human development, theory and practice of regulating the employment of the population and labor resources management, professional orientation of young people, analysis and forecasting of the economy’s need for specialists and the population in obtaining higher professional education.

The information base of the study was made up of Ministry of Labor and Welfare, the Research Institute of Labour and Social Protection and NUM, as well as the results of surveys conducted personally by the author. This ensured the reliability of the information given in the thesis and served as the basis for substantiating the author's proposals and recommendations. To solve the set tasks, dialectical and analytical methods were used, as well as systemic, strategic and program-targeted approaches to the processes and phenomena under study. The work also used the methods of logical, comparative, statistical and, assessments, questionnaires and focused interviewing.

Decision making is a very scientific subject. Neuroscientists, psychologists, statisticians, mathematicians, and information theorists study decision making from

different angles. According to the French philosopher Albert Camus, “Life is a sum of all your choices” which means human life is the sum of decisions (Camus, 1957). Moreover, Chester Barnard first introduced the science of decision making from the field of public administration to the business world. Antonio Damasio, neuroscientist believed that there is no decision without emotion (Damasio, 2005). Herbert Simon’s theory holds that if you are economically sound, knowledgeable, and informed, you can make the best decisions (Simon, 1947). Therefore, information is the most important decision-making factor. William Starbuck, a professor at the University of Oregon, explains that decision-making is the end of a person’s thinking and the beginning of the process (Gerard P. Hodgkinson, William H. Starbuck, 2008). Since the 1990s, technology-assisted decision-making has become very popular. A 2005 survey looked at how consumers buy retail online. The study found that buyers made their purchasing decisions based on data collected from all retailers’ catalogs and brochures. This shows that information is being collected in a short period of time through technological advances, and rational and satisfactory decisions are being made. Risk is an integral and inevitable part of decision-making. The most commonly used interpretation of decision making is from the point of view of psychological science.

What exactly is a profession or major? Scientists have different definitions of the term profession. Profession is derived from the Latin word ‘professional’ and means to show one’s knowledge in public. Occupation (Latin-professio) is a type of labor activity that requires certain knowledge, skills, practices, and characteristics acquired through a special program. The profession is a means of creating material and intellectual wealth and value for the person who has mastered it, and of earning

a living. One type of work. A comprehensive system of knowledge, skills, and practices that is manifested through specific activities. A limited area of activity that allows for the mobilization of physical and mental resources that allow for survival and development. In other words, a person is considered to be a professional if he/she is trained in a certain field of work and is properly prepared. The source of our livelihood is our profession. An integrated set of personal and business competencies is a set of personal and business skills that includes the level of knowledge, skills, abilities, and experience required to operate in a particular field.

If take a look at the historical process of the profession there was no work schedule in prehistoric times. There was no profession. People did everything by themselves. At that time, there was only a split of labor between men and women. The men hunted animals, built shelters, and used wood and stone to make tools, hunting weapons, and boats. The women, on the other hand, picked herbs for food, prepared food and clothing, and raised their children. Later, as society developed, the division of labor between people gradually began to emerge, and people began to specialize in certain types of work. One part is hunting, the other part is fishing, the third part is planting crops, and the fourth part is weaving. In this way hunters, farmers, fishermen, blacksmiths, builders, and artisans were created. These people traded and exchanged their creations.

Accumulated knowledge and experience are passed down from generation to generation. This is the history of the work schedule. From the moment the work schedule was established, the profession began to emerge. In this way, people began to work in accordance with their abilities and capabilities, gain skills and practice within them, and specialize in that type of work. Since then, as science, technology,

and industry have developed, the work schedule has deepened and many new professions have emerged. There are reports that about 500 new professions are appeared every year, and the content of 4-5 professions is updated and enriched every 10 years. In 2008, more than 9,000 common occupational categories were identified. It is estimated that there are about 25,000 professions in the United States, more than 40,000 specialties, and about 10,000 professions in Mongolia.

Frank Parsons, the founder of professional development theory, and psychologists Edmund Griffith Williamson and Donald Super are indistinguishably linked to professional development theory (Williamson, 1939, Super, 1957). They made the theoretical conclusions as follows: Everyone has characteristics that depend on their interests, values, abilities, and personal behavior. Each profession requires certain skills and characteristics. The more a person's personality matches the characteristics of a job or profession, the more productive and satisfying he or she will be. People develop through their occupations and roles, and everyone has that ability and opportunity, and that professional development lasts a lifetime. People want to find a job that satisfies their interests and allows them to reach their full potential, and to get satisfaction from it.

There are sufficient theories to reflect on the career development. According to the factors above, it is clear that there are hundreds of theories related to the career development and career choice from various points. There is no single theory that clarifies this, thus in my opinion here are some factors influence the choice of profession as follows:

(1) Socio-Economic factors - related to the development and demand of the country;

- (2) Cultural factors - related to environment, family and individual;
- (3) Job Market factors – related to the labor market and society.

1. **Socio-economic factors** - Alterations in the economic and social situation, environmental and technological progress of our country and the world are one of the influences of profession choice. According to a survey conducted by the Labor Research Institute (former name) in 2018, over 487.0 thousand new jobs were appeared in the past 9 years, of which 16.8 percent were in construction, 15.9 percent in wholesale and retail trade, and 13.3 percent in agriculture and hunting, and forestry, 13.3 percent in manufacturing, 7.9 percent in social services, 7.2 percent in mining, and 32.8 percent in other sectors. In response to this demand, the government organized demand-based enrollment, bringing the share of entrants in priority professions such as construction, industry, agriculture, environment, mining, and information technology to 69, an increase of 7.7 percentage points from the previous year. Thus, the focus on rationalizing the supply and demand of the labor market is a real influence of the government's policy on career choice. According to a survey of 1,965 students in Ulaanbaatar and 36 local schools as part of the 2018 Spring Campaign organized by the Mongolian Central Labor Exchange (former name) in 2018, why they chose the profession, and 38 percent answered that it is in demand, and 5 percent answered that it is based on social needs, indicating that social and economic factors influence the choice of profession to some extent.

Personal factors may be the most influential factor in the current generation of student career choices. They want to study in the profession they want. Some recent research suggests that self-interest is one of the major factors in choosing a career (Hyun Kyung Chatfield, So Jung Lee, 2010). The majority of respondents, 59%, said



that the above indicators had the strongest impact. Numerous studies have shown that students choose their majors according to their interests and abilities. Consistent with Adams et al (1994), suitability and interest in a profession includes factors such as great interest in the profession, talent for the profession, and compatibility between the individual and the profession (Adams, S. J., Pryor, L. J., and Adams, S. L., 1994). On the other hand, it can be concluded that students are able to identify their strengths and weaknesses when enrolling in high school and university and choose a professional program that suits them.

**2. Culture Factors** – ethnic and racial backgrounds, as well as a one’s territory, community, and family culture, influence career decisions. The culture determines not only our values and beliefs but also it shapes our environment, even career. Young people explore and explore careers that interact with the context of their families, schools, and communities and ultimately determine their career path. The interdependence of families, schools and social cultures plays a decisive role in shaping young people's professional choices. Adolescents are encouraged through very specific social and financial contextual elements as they select specific profession paths from college to work. Young people’s profession alternatives are primarily based totally on their belief of the “perfect profession” and their adulthood in profession decisions. Professional choice is not just a matching process; rather, it is a choice made in the context of many influencing factors. Perceptions of the “perfect job” act as a filter for job relevance and influence the selection process.

Factors related to the environment and upbringing include parents, family, friends, teachers, lifestyle, living environment, professional reputation, popularity, and success. Among these factors, the influence of parents and families is relatively

high, and a survey of 1,965 high school students during the above-mentioned spring campaign organized by the Central Labor Exchange (former name) found that 31 percent chose their profession on the advice of parents and families. According to a survey of 45074 university graduates (Central Labor Exchange), 12.3 percent or 5.5 thousand university graduates chose their school and profession at the suggestion of their parents and teachers.

In other words, parents and family members should pay more attention to their children's career choices, but there are many things in life that they make decisions without listening to their children's opinions, such as inheriting their profession, running a family business, and a promising profession. Due to this situation, children take annual entrance exams in their chosen field, but if they do not go to the school of their choice, they choose a profession based on their scores in any public university or college, or even a private university.

According to John J. Macionis (1999) explanation, culture contains what people reflect together with how people perform (John, 1999). Consistent with Macionis, culture supplies people with values. Moreover, Gombo D., Tseveen Ts., and Otgontuya I., in their research and work, have adequately reflected what a profession is, how to choose it, how to become a skilled professional, and how to provide professional guidance. In any case, it is significant to mention that the family atmosphere influences students' ability to shape their future, and they have the ability to influence their career choices.

**3. Job Market factors** - These include factors related to an individual's attitudes, interests, cognitions, relationships, behavioral characteristics, and physical and sensory characteristics. Most young people today choose a career under the

influence of social factors, but the most important factor is self-awareness or a good definition of psychological factors so that they can study successfully and be satisfied with their work and life.

Studying the labor market of university graduates, identifying the determinants of the behavior of its subjects requires combining and systematizing the methodological foundations of various scientific schools and concepts. This approach opens up new opportunities for the analysis, assessment, forecasting and management of the behavior of the subjects of this segment of the labor market. The work focuses on such methodological concepts as: the economic theory of labor, the theory of human capital, the theory of social capital, the concept of human development, the concept of decent work, including the corresponding models and systems of indicators. In this research, to analyze the basic patterns of behavior of university graduates and employers in the labor market, the basic models and provisions of the labor economic theory are applied: simple and extended models of labor supply and demand for labor, a cobweb-like model of demand for specialists' labor, and theory of search work.

Many of the prior studies have examined the factors that influence university choice. However, a quantity of findings has been shown to find out the answer to the question of what professional program to study after enrollment at NUM. A number of relevant studies have shown that family and friends influence the choice of Asian students to pursue higher education. Moreover, Pimpa (2003) found that the family was the greatest influential factor in the choice of a Thai student to choose an international education (Pimpa). Friends can generally be considered as 'peers'. There are many other categories that can be included in a peer group. Female

students are more influenced by their peers than male students. In addition, students with siblings who have attended or are in college are expected to be more motivated to attend college or university.

Moxley et al. (2001) emphasized that, career ideas can help students understand the choices, decisions, and transitions they face (Moxley, D., Najor-Durack, A., & Dumbrigue, C., 2001). One of the factors influencing career choice decisions is career advancement and job availability. This factor is often associated with employment after graduation the university. It has to do with career wage and job rewards. Simons, et al. (2003) took into account income and salary, career opportunities, career characteristics, and the characteristics of key occupational elements that have a significant impact on career choice decisions (Lens, W., Simons, J., and Dewitte, S., 2003).

It is shown that the economic importance of education for the successful employment of a university graduates is revealed using the theories of human capital and educational signals. The most important factors in a career are financial rewards, job opportunities, and interest in the profession. The basic principle is that a student's investment (time, money, effort and other things) in obtaining a university education is determined by the tangible and indirect results. Gabrielsen (1992) concludes that the image, reputation, and prestige of a profession have a significant impact on a student's career choice (Gabrielsen, 1992). If we look at some of the studies conducted in our country, as mentioned above, a large number of studies have been conducted at the international level. In our country, research from the point of view of psychology occupies the majority of prior studies. Erdenechuluun D. studied the motivation of students to choose a profession and its impact on their learning

attitudes. Opportunities for promotion, leadership, and public image have had a significant impact.

As mentioned above, a quantity of findings has been shown to determine which universities to attend, which majors to enroll in, and what factors influence these. The thesis summarizes and systematizes domestic statistical and empirical data indicating that the quality of the education received has a significant impact on the employee's income. The impact of education on the individual as a worker from the point of view of the theory of educational signals can be calculated through the return on the level of education. Such an assessment is especially important for university graduates entering the labor market for the first time, because the employer, when assessing the attractiveness of an employee with no experience, often operates not on the number of completed years of study, but on the level of the diploma received.

Studies of the state of the labor market of university graduates carried out by the author on the basis of these concepts have shown that modern employers pay attention not only to the level of education, but also to which educational institution they received their education, what is the form of education, whether the education meets the established standards. The success of the student's perception of the knowledge provided at the university is assessed by the employer on the basis of the marks in the diploma, and the diploma with honors, as a rule, is perceived as an indicator of the seriousness, responsibility, and discipline of the future employee.

## **Chapter 3. Research Methodology and Data**

Quantitative and qualitative methodologies were used in this study. The study used a combination of quantitative and qualitative research methods. Document analysis and telephone reporting were used to collect survey data. Quantitative data were processed and qualitative data analysis was encoded, classified, and modeled using new icons. This study used a crosstabulation method which summarizes two variables. Two variables can be qualitative or quantitative. The most common ones have a qualitative variable and a quantitative variable. Cross-tabulation is a method of multivariate frequency analysis, which consists in combining two (or more) frequency tables so that each cell in the constructed table is represented by a single combination of values or levels of tabulated variables.

Cross-tabulation allows us to combine the frequencies of occurrence of observations at different levels of the considered qualitative (categorical) variables. By examining these frequencies, it is possible to identify not only the relationships between variables, but also to investigate the structure of this relationship. Qualitative or quantitative variables with relatively few values are usually tabulated. If it is necessary to tabulate a continuous variable (education, salary), then first it should be re-coded by dividing the range of variation into a small number of intervals (for example, level: low, medium, high). To assess the degree and nature of the relationship of categorical variables, special criteria are used.

A total of 2,345 university graduates graduated from the NUM in the 2019-2020 academic year with more than 100 programs. In terms of the total fall and spring graduation ratio, a total of 2,345 university graduates graduated from 7 schools of the NUM, of which 22.5 percent graduated in the fall semester and 75.5

percent in the spring semester.

	Schools of National University of Mongolia	Total number of graduates		Fall Semester		Spring Semester	
		Quantity	Percent	Quantity	Percent	Quantity	Percent
1	School of Arts and Sciences	899	38.3	165	7.0	734	31.3
2	Business School	495	21.1	83	3.5	412	17.6
3	School of Law	313	13.3	164	7.0	149	6.4
4	School of International Relations and Public Administration	124	5.3	33	1.4	91	3.9
5	School of Engineering and Applied Sciences	368	15.7	65	2.8	303	12.9
6	Zavkhan School (Rural)	55	2.4	5	0.2	50	2.1
7	Erdenet School (Rural)	91	3.9	12	0.5	79	3.4
	<b>Total</b>	<b>2345</b>	<b>100.0</b>	527	22.5	1818	77.5

Source: Sampled from the statistics of NUM university graduates in 2019

Table 1. Number of NUM university graduates in the 2019-2020 academic year

Based on this information, the goal is to cover at least 20 percent of the total number of university graduates, or more than 550 university graduates. A total of 550 (winter graduation-160, spring graduation-390) university graduates will be involved in the survey. Moreover, based on the number of university graduates (22.5% in the winter and 77.5% in the spring), it is planned to involve university graduates from each school.

	School of the National University of Mongolia	Planned sampling	Actual sampling
1	School of Arts and Sciences	200	227
2	Business School	100	102
3	School of Law	70	23
4	School of International Relations and Public Administration	70	59
5	School of Engineering and Applied Sciences	70	63
6	Zavkhan School (Rural)	20	32
7	Erdenet School (Rural)	20	19
	<b>Total</b>	<b>550</b>	<b>525</b>

Table 2. Sample quantity

Students were selected based on a list of university graduates and used systematic random sampling. Systematic random sampling is performed as follows.

N – Size of the original set

n – Sample set size

For example, for the School of Arts and Sciences, N = 550 and n = 185, and

according to the step calculation formula ( $N/n$ ), the sampling step is approximately 3. Therefore, the sampling will be done by randomly selecting one of the names of the first 3 university graduates from the list, followed by three steps. For example, if the researcher randomly selects the second graduates from the list, the 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 17<sup>th</sup>, 20<sup>th</sup>, and 23<sup>rd</sup> university graduates will be sampled and 185 students will be selected from the list. However, during the survey, the telephone numbers of the university graduates selected according to the sampling steps were changed due to disability to contact with university graduates because there were a number of reasons for this, such as the change in the telephone numbers of chosen university graduates, the inability to contact, and having no service. As a result, a total of 525 university graduates were involved in the survey and the sample was representative.

Documentary research and telephone reporting were used to collect survey data. Statistical data, previous research reports, and documentary research were used to study secondary sources, and telephone reporting was used to collect employment information from university graduates. Since NUM university graduates work in every corner of Mongolia, collecting information using telephone reporting has the advantage of gathering information in a timely manner and saving time and money. On the other hand, the disadvantages of this study may be that some university graduates did not receive information due to changes in contact numbers, disconnection, denial of service, or refusal, and limited access to information only by telephone contact. I think it was an advantage to be able to call each graduate and get the survey accurate.

The concepts and terms used in the study are considered in the context of the “National Occupational Classification and Definition” and the terms used in the



study are considered and used within the following basic definitions. Average monthly salary and income: In terms of salary for paid employees, in terms of income for self-employed and employers. Represents the arithmetic mean of the monthly salaries and incomes of all university graduates.

University graduates: A student who has completed a set of university hours in the 2019-2020 academic year, passed the final exam, and received a bachelor's degree.

Unemployed citizen: A citizen of working age and able-bodied who was unemployed at the time, ready to work, and actively looking for a job.

Employment rate: Expressed as a percentage of the total number of employed university graduates.

$$\text{Employment Rate (\%)} = \frac{\text{Employed Alumni}}{\text{Total alumni}} \times 100$$

The study was analyzed the data collected using primary and comparative counts. In addition, undergraduate students, NUM performed statistical analysis to assess or interpret in collaboration with the consultant. Qualitative data analysis used methods to encode, group, and model information, as well as interpret the percentage of quantitative data, determine cause and effect, and perform logical analysis.

In the 2019-2020 academic year, the number of university and college students reached 148,446, a decrease of 9,179 or 6.1 percent from the previous academic year (Table 3.3). 82,901 (55.8%) of all students study in state-owned schools, 65,355 (44.0%) in private schools, and 190 (0.1%) in foreign affiliated schools (see appendix A Table 3).

The number of students decreased by 9,179 (5.8%) compared to the previous year, and in terms of ownership, it decreased by 5,091 (5.8%) in public schools,

4,015 (5.8%) in private schools, and 73 (27.8%) in foreign affiliated schools. This was due to the fact that 17,218 students graduated from secondary schools in the 2018-2019 academic year. These university graduates enrolled at 7-year-old in 2008-2009 and transferred from 5th grade to 7th grade in the 2012-2013 and 2013-2014 academic years.

85.9 percent of all students study at universities, 13.8 percent at institutes, 0.2 percent at colleges, and 0.1 percent at foreign affiliates (see appendix A Table 4). The number of university students decreased by 9,887, the number of college students decreased by 238, the number of students of foreign affiliated schools decreased by 73, and the number of university students increased by 1,019. Moreover, 136,397 (91.9%) of the total students are studying in Ulaanbaatar and 12,049 (8.1%) are studying in rural schools (including branch schools), which is a decrease of 9,627 students in the capital city compared to the previous school year, and 448 students in rural schools has decreased (see Appendix A Table 5).

In the 2019-2020 academic year, 95 universities and colleges offered full-time, part-time and part-time/correspondence education. In addition, in the 2019-2020 academic year, 90.7 percent of all students are full time students, 2.2 percent are part-time, and 7.1 percent are correspondence, which is decreased by 5.1 percent, 16.4 percent for part-time students and 17.3 percent for correspondence students compared to the previous academic year (see Appendix A Table 6).

In terms of numbers, the total number of students decreased by 9,179, of which full-time students decreased by 6,826, part-time students decreased by 536, and correspondence students decreased by 1,817 (see Appendix A Table 6). In the 2019-2020 academic year, 0.1 percent of all students are enrolled in higher education,

80.3 percent in bachelor's degree, 17.3 percent in master's degree, and 2.3 percent in doctoral degree (see Appendix A Table 7).

In the 2019-2020 academic year, the total number of students decreased by 9,179, while the number of certificate students decreased by 264, the number of undergraduate students decreased by 11,342, the number of doctoral students decreased by 827, and the number of master's students increased by 3,254. Furthermore, 93,552 (61.0%) of the students in higher education institutions are female and 39.0 percent are male, and the gender difference index is 1.57. This means that there are 157 women per 100 male students, an increase of 0.11 comparing to last year (see Appendix A Table 8).

Due to the predominance of female in all levels of education, the proportion of women in master's degree programs is slightly higher than undergraduate and doctoral students (see Appendix A Table 9). Students are categorized by major: 15.4 percent of all students are education; 5.3 percent are arts and humanities; 5 percent in social sciences, information and journalism; 29.5 percent for business and management and law; 1.9 percent in natural sciences, mathematics and statistics; 3.36 percent for information and communication technology; 9.1 percent for engineering, production and design; 1.5 percent for agriculture, forestry, fisheries and veterinary medicine; 14 percent for health and social protection; 4.0 percent for services; 2.2 percent are studying in other fields (not currently applicable to these sectors). Compared to the previous year, these indicators increased by 2 percent in education, 0.5 percent in social sciences, information and journalism, 3 percent in business, management and law, 3.9 percent in arts and humanities, natural sciences, mathematics, statistical; 0.3 percent in information and communication technology;

0.3 percent in engineering, production and design; 2.7 percent in agriculture, forestry, fisheries, veterinary; 0.1 percent in health and social protection; 1.5 percent in other indicators which is decreased by 1 point.

A total of 899 students graduated from the School of Science in 2019, with 165 students graduating in the fall and 734 in the spring. The percentage of university graduates of the School of Arts and Sciences, is 38.3 percent of the total number of university graduates of the NUM. A total of 495 students graduated from the Business School in the fall of 2019, 83 and 412 in the spring, accounting for 21.1 percent of the total number of university graduates graduating from the NUM. As of 2019, 368 students graduated from the School of Engineering and Applied Sciences, NUM which is 15.6 percent of the total number of university graduates.

In 2019, 313 students graduated from School of Law, 164 students graduated in the fall and 149 students graduated in the spring. It accounts for 13.3 percent of all university graduates. 33 students in the fall and 91 students in the spring or 124 students graduated from the School of International Relations and Public Administration, which is 5.2 percent of the university graduates of the NUM. A total of 91 students graduated from Erdenet school, accounting for 3.8 percent of NUM university graduates. 55 students graduated from Zavkhan school in 2019, accounting for the lowest 2.3 percent of all university graduates.

The study represented 525 university graduates out of 2,345 university graduates in the 2019-2020 academic year. The sample accounts for 22.3% of the total population. It is important to select the sample proportionally based on the number of school university graduates. 43.0% from the School of Arts and Sciences (227), 19.4% from the Business School (102), 12% from the School of Engineering

and Applied Sciences (63), 4.3% from the School of Law (23), 11.2% from the School of International Affairs and Public Administration (59) and the Orkhon Branch School (19) 3.6% and 6% of university graduates from Zavkhan school (32) were involved (see Appendix A Table 10).

The sampling of the study was planned to cover the same number of students graduating in the fall and spring, and systematic random sampling was used based on the list of university graduates. In terms of gender, 67 percent of the surveyed university graduates were female and 33 percent were male university graduates.

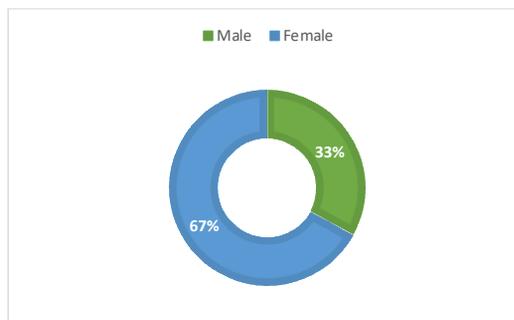


Figure 1. Gender status of the university graduates

The study compared employment characteristics, income differences, GPA, reasons for unemployment, and evaluation of school services by gender. One of the indicators that need to be compared for university graduates is the achievement of the course or the GPA. The GPA, or academic achievement, examines how a student's future life is affected by employment. Comparing the GPA of the university graduates by each school shows the following features.

	Schools	Quantity	Minimum	Maximum	Average
1	Division of Natural Sciences	72	1.8	3.8	2.8
2	Division of Social Sciences	65	2.0	3.9	3.0
3	Division of Humanities	90	1.8	3.8	2.8
4	Business School	102	1.8	3.9	2.9
5	School of Engineering and Applied Sciences	63	1.8	3.7	2.8
6	School of Law	23	2.2	3.7	3.0
7	School of International Relations and Public Administration	59	2.4	3.8	3.1
8	Zavkhan School (Rural)	19	1.9	3.5	2.7
9	Erdenet School (Rural)	32	1.6	4.0	2.8
	Total	525			

Table 11. GPA of the university graduates (by school)

According to the GPA of the 2019-2020 academic year, the average GPA, university graduates of School of International Relations and Public Administration, School of Arts and Sciences and School of Law have the highest average scores of 2.99-3.27. The average score of university graduates of the Division of Humanities, Business School and Division of Natural Sciences is 2.78-2.95. The average score of university graduates of the School of Engineering and Applied Sciences and Local Branch Schools (Erdenet and Zavkhan) is relatively low at 2.67-2.72.

Regarding the place of work and residence of the university graduates, 57.5 percent said that they live and work in the capital city, Ulaanbaatar, 21.5 percent said that they work in the rural center (aimag), 12 percent said that they work in the rural province (soum), and 2.5 percent said that they work in other places (see Appendix A Table 12).

The fact that most of the jobs are in the capital city not only influences the university graduates' choice of residence, but is also one of the factors that attracts the centralization of migrants. The average monthly income of university graduates is 1017.1 thousand MNT, and there is a slight difference between men and women. For example, women earn an average of 889.2 thousand MNT per month, while men earn an average of 1017.5 thousand MNT per month which means men earn 128.3 thousand MNT more (see Appendix Table 13).

Here, the monthly income of university graduates is divided into nine main groups in steps of 250 thousand MNT and the distribution is calculated. The highest (44.75%) of the group has an income of 251'000 to 500'000 MNT. The group with income of 751'000 to one million MNT accounted for 10.8 percent, while the group

with income of one million to 1.5 million MNT accounted for 4.63 and 5.25 percent. In terms of income, those with an income of more than 1.5 million to two million MNT account for 2.47 and 6.48 percent, while those with an income of up to 250,000 MNT account for 14.2 percent which is the smallest percentage. The group with more than two million MNT account for 8.64 percent (see Appendix Table 14).

Also, if we calculate the average monthly income of university graduates, 58.95 percent of university graduates with income up to 500 thousand and 26.4 percent have an income of more than 750 thousand. The revenue group can be compared with the results of a survey conducted by the Research Institute of Labour and Social Protection in 2018 and the difference in results can be calculated.

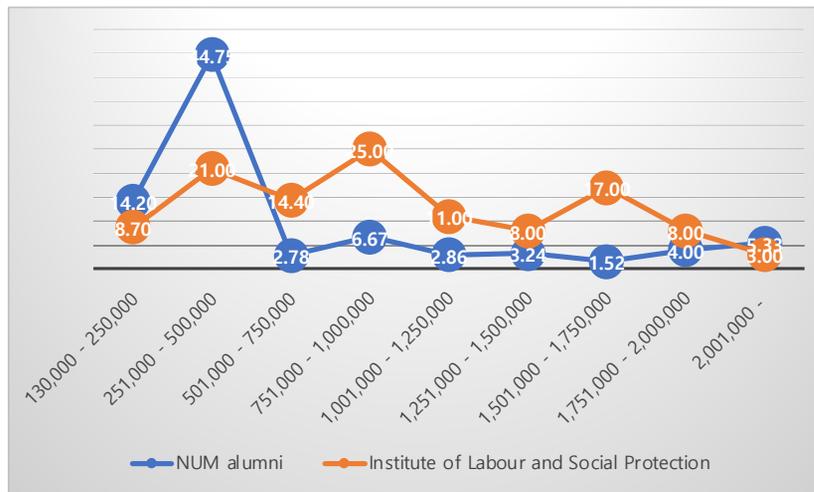


Figure 2. Comparison of average monthly income of university graduates

The comparison shows that the results of the survey conducted among the university graduates of Mongolian universities are relatively different from the results of the survey conducted among the university graduates of the NUM. For example, it can be observed that there is an important difference between the lower and upper values of the income group, and the distribution of the average income group is higher among the employees who graduated from the NUM. The following

table compares the average earnings for each university graduates and ranks them. According to the average monthly income of the survey participants, the salaries of School of International and Public Administration university graduates are relatively higher than those of other NUM university graduates (see Appendix Table 15).

A total of 148,446 (90574 female and 57872 male) students were studying in 94 public and private universities and colleges in Mongolia. In 2019, 32.23 percent of tertiary education university graduates (one in three university graduates) found employment right after graduation. “General requirements for bachelor’s program” approved by the order A / 174 of the Minister of Education, Culture and Science in 2014, No. A / 285 decree on approval of the list of courses and documents such as “General Procedures for Master’s and Doctoral Training” approved by decree No. A / 370 state that the skills to be acquired by university graduates should be structured as personal and professional skills, habits, interpersonal skills, knowledge and skills to be acquired in professional subjects.

Universities are reforming their curricula in line with the government’s policy to build a “citizen with higher education”. At total of 42 departments of 7 schools of NUM is training specialists in more than 100 professional programs. According to the survey results, 67.43 percent of the university graduates are employed and 32.57 percent are not employed at all. The employment rate has increased compared to the results of previous sample surveys on university graduates’ employment.



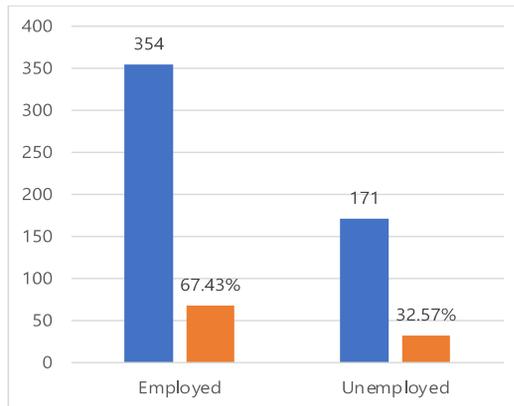


Figure 3. Employment status of university graduates

According to the 2015-2017 university graduates survey, 72.8 percent of university graduates were employed in 2015, 73.4 percent in 2016, 61.8 percent in 2017, and 75.7 percent in 2018. This indicates that three out of four university graduates are employed in some way. Based on the 2015-2018 university graduates survey data, the employment of university graduates in 2015-2016 was over 70 percent, declining sharply in 2017, and rising again in 2018. Moreover, 67.43 percent of university graduates were employed in 2019 which might be related to the COVID-19 pandemic. The level of employment of university graduates, students' choice of profession, interest and skills to work in their profession, as well as work in the labor market of the year depends on the supply of labor. The following graph shows the changes in the employment rate of university graduates from 2015-2019.

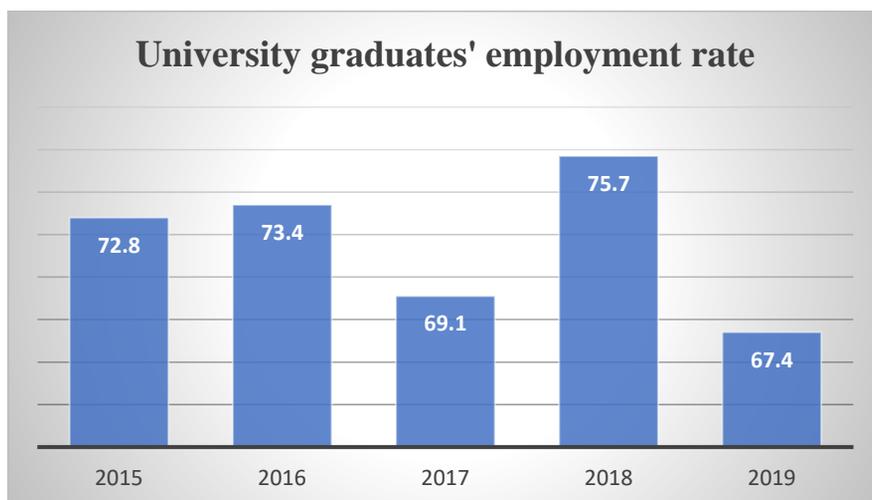


Figure 4. University graduates' employment rate / by year /

According to a survey conducted by the Research Institute of Labour and Social Protection in 2018, 75.2 percent of all university graduates are employed, of which 69.1 percent are employed by profession. If we take this data as the national average, we can see that the employment rate of NUM university graduates is 0.5 percent higher. Last five years, the employment of university graduates has been more than 60 percent since 2015 and is expected to increase in the future. It should also be noted that the employment status of university graduates depends on many factors, such as economic growth, the quality of trained personnel, labor supply and COVID-19 pandemic. Let's compare the above-mentioned indicators of employment of university graduates by gender. According to the survey results, 53.4 percent of male university graduates are employed and 75.45 percent of female university graduates are employed (see Appendix A Table 16).

Although it is important for university graduates to have a job, there is a need to examine whether they are working in their chosen field. If the university graduates are employed, the survey determined whether they are working in the profession they studied. According to the 2018 University graduates Employment Survey conducted

by the Research Institute of Labour and Social Protection, 69.6 percent of university graduates work in their professions. However, in 2018, 63.9 percent of NUM university graduates were working in their profession but in 2019 this data is slightly decreased to 59.2 percent.

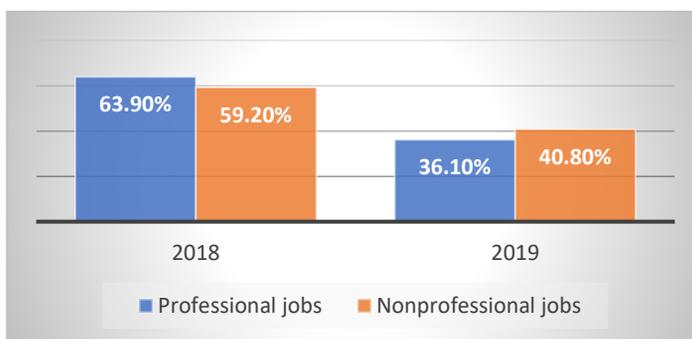


Figure 5. Percentage of university graduates working in their profession (2018, 2019)

This may be due in part to the fact that a large number of university graduates surveyed are self-employed. Comparing working university graduates by type of work, 9.9 percent of them have household business. University graduates can have a number of advantages when they have a household business. They were more likely to be successful than university graduates with paid jobs, even if they were engaged in non-professional work, free, had an average monthly income, and had a successful family-inherited business.

The tendency of university graduates to work in the private sector is expected to increase. In addition to working for large domestic companies, it is not uncommon for university graduates to form their own companies or become non-jobseekers but job suppliers. There is no doubt that start-up business projects implemented by the NUM have an indirect and direct impact on this. Considering the employment status of university graduates by type and form of work, the following features can be seen.

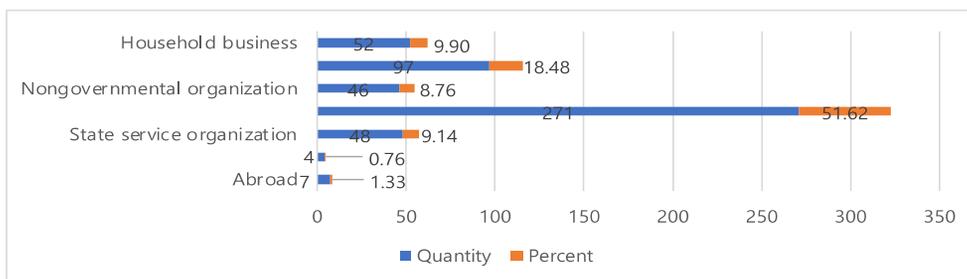


Figure 6. Types and forms of work of university graduates

A relatively large number of university graduates (61.62%) work in the private entity, while 18.48% work in the government agency. However, Figure 6 shows that the number of employees in the state service organization, non-governmental organizations, and international organizations is relatively small. In addition, 9.9 percent of university graduates answered that they had a household business. Only 1.33 percent of university graduates work and live abroad. A comparison of the employment status of university graduates by each graduate school reveals the following features. Table 17 shows schools with high employment, average employment, and low employment, respectively.

School		Are you currently employed?		Total
		Yes	No	
Division of Natural Sciences	Quantity	46	26	72
	Percent	63.89	36.11	100.00
Division of Social Sciences	Quantity	49	16	65
	Percent	75.38	24.62	100.00
Division of Humanities	Quantity	73	17	90
	Percent	81.11	18.89	100.00
Business School	Quantity	89	13	102
	Percent	87.25	12.75	100.00
School of Engineering and Applied Sciences	Quantity	44	19	63
	Percent	69.84	30.16	100.00
School of Law	Quantity	17	6	23
	Percent	73.91	26.09	100.00
School of International Relations and Public Administration	Quantity	48	11	59
	Percent	81.36	18.64	100.00
Zavkhan School (Rural)	Quantity	11	8	19
	Percent	57.89	42.11	100.00
Erdenet School (Rural)	Quantity	22	10	32
	Percent	68.75	31.25	100.00
Total	Quantity	399	126	525
	Percent	76%	24%	100%

Table 17. Graduated school and employment

The table shows that the three schools, NUM with the highest employment

rates are the Business School – 87.25%, School of International Relations and Public Administration – 81.36%, and Division of Humanities – 81.11%. Moreover, whether we look at 2018, the highest employment schools were the International School (88.9%), the School of Business (86.2%) and the School of Law (85.6%). The employment rate of these university graduates is 10.4-13.7 percent higher than the national average (75.2%).

However, the employment rate for Zavkhan School is the lowest at 57.89 percent, which might be related its location. Moreover, 63.89% of the university graduates of the natural sciences, 75.38% of the university graduates of the social sciences and 73.91% of the university graduates of School of Law are employed. In general, according to professional research in demand on the labor market, and in terms of study on the redundancy of the field of education, unemployment is high for university graduates of natural sciences and rural branch schools such as Zavkhan and Erdenet.

## Chapter 4. Result and Discussion

According to the statistics of the Ministry of Education, Culture and Science According to the statistics for the 2019-2020 academic year, there are 95 higher education institutions operating in Mongolia.

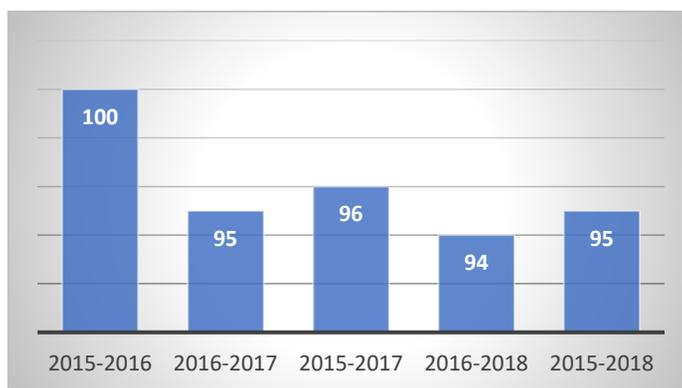


Figure 7. Number of universities and colleges

In the 2019-2020 academic year, all university graduates of Mongolian universities, vocational education and training institutions will make up the original sample (see Appendix B Table 18). The table 18 shows that from the previous year, the number of certificates decreased by (-141) while bachelor's increased by (+4130), and the number of master's (+957) and doctoral (+61) increased. The number of accredited institutions increased to 65 in 2014, 67 in 2015, 69 in 2016, 73 in 2017, 72 in 2018 but 45 in 2019. In the 2018-2019 academic year, 34.6 percent of all university graduates found employment immediately after graduation a nationwide. Getting a job after graduation depends on many factors. For instance, employment opportunities depend not only on individual knowledge and skills, but also on the supply and demand in the occupational labor market. In the case of the NUM, a total of 2,345 university graduates graduated from 7 schools in 2019, and the employment period after graduation varies (see Appendix B Table 19).

Everyone agrees that in today’s society and economy, finding a job is more “difficult” than studying. Looking for a job in the field of study depends on the individual’s efforts and professional characteristics, but also on the labor market and economic conditions. In addition, the employment rate should be an indirect assessment of the quality of higher education curricula.

In the 2019-2020 academic year, 20 percent of NUM university graduates were employed during their studies and immediately after graduation. However, 38 percent, which shows the highest percentage of university graduates, started working within 3 months after graduation. According to the survey results, 14 percent of university graduates found job places within 4-6 months, 11 percent for 7-12 months, and 4 percent of university graduates could find job places after a year. Factors influencing employment among university graduates are listed below. For example, 23.5% of university graduates, 22.7% of university graduates and 16.8% of general skills are the first three factors influencing employment.

Recruitment factors	Responses	
	N	Percent
Grade point average	177	15.72
Occupation acquired	126	11.19
University status/rank	142	12.61
Foreign language competency	226	20.07
Personal behavior	89	7.90
Interview skill	98	8.70
Lack of experience	76	6.75
Appearance	59	5.24
Future plan (studying and living abroad)	68	6.04
No influence	38	3.37
Other	27	2.40
TOTAL	1126	100.00

Table 20. Factors influencing employment

It was also noted that the knowledge of foreign languages – 20.07%, which

was the highest influencing factor, next the grade point average – 15.72%, the university status/rank – 12.61% are the main factors influencing employment. In addition to the above factors, university graduates may have used a variety of methods and forms of employment, such as interviews with acquaintances, visits to their parents' workplaces, there are also responses such as self-searching, finding through an employment agency, and finding a job during the internship. A comparison of the factors influencing employment by gender reveals the following features.

Recruitment factors		Gender		Total
		Male	Female	
Grade point average	Quantity	80	97	177
	Percent	45.20	54.80	
Occupation acquired	Quantity	50	76	126
	Percent	39.68	60.32	
University status/rank	Quantity	72	70	142
	Percent	50.70	49.30	
Foreign language competency	Quantity	48	178	226
	Percent	21.24	78.76	
Personal behavior	Quantity	22	67	89
	Percent	24.72	75.28	
Interview skill	Quantity	63	35	98
	Percent	64.29	35.71	
Lack of experience	Quantity	27	49	76
	Percent	35.53	64.47	
Appearance	Quantity	20	39	59
	Percent	33.90	66.10	
Future plan (studying and living abroad)	Quantity	23	45	68
	Percent	33.82	66.18	
No influence	Quantity	32	6	38
	Percent	84.21	15.79	
Other	Quantity	12	15	27
	Percent	44.44	55.56	

Table 21. Factors influencing employment /by gender /

In terms of gender, there are different factors that affect employment. For example, for male university graduates, 1) no influence is 84.21%, 2) interview skill is 64.29%, 3) grade point average is 45.20%, and for female university graduates, 1) foreign language competency is 78.76%, 2) personal behavior quality – 75.28%, 3)



future plan – 66.18% respectively. University status/rank and other factors were also considered to be important factors influencing the similarity for both male and female university graduates, while lack of experience was rated quite high for female university graduates – 64.47 percent. The curriculum needs to expand the competitiveness of university graduates in the labor market, and employers should include in the curriculum the requirements for university graduates’ theoretical knowledge as well as general skills. Today, university graduates who have received quality education in the education market are gradually acknowledging that they are “hot” in the labor market in terms of general skills. This will be discussed in detail in the Employer Satisfaction Survey.

For employees, one of the most important indicators of changing jobs or staying in the workplace is the amount of salary and income. More than 324 of the 525 university graduates reported an average monthly income. The average monthly income of NUM university graduates participated in the survey is 1’747’419 MNT. Employed university graduates reported an average monthly income of at least 130,000 MNT and a maximum of 8’500’000 MNT. However, 30 university graduates who are not employed in any way or are temporarily employed have a monthly income of 550 thousand to 2 million MNT.

Are you currently employed?	N	Minimum	Maximum	Mean	Std.Deviation
Yes	324	130,000	8,500,000	1,012,839.51	1,340,527.35
No	30	550,000	2,000,000	776’666.67	392,106.01

Table 22. Employment status and average income

According to the table, the average monthly income of employed university graduates is MNT 1,012,839.51, while that of non-employed or temporarily employed university graduates is MNT 776’666.67 thousand, which is 1.3 times lower. In terms of gender, the average monthly income of male and female university

graduates differed significantly. The average monthly income for male university graduates is MNT 1'255'000.4, while the average monthly income for female university graduates is MNT 968'500. Taking into account the difference in average monthly income, male university graduates earn MNT 286'800. In the case of university graduates with little work experience, limited employment opportunities, and a lack of professional employment, they are “faced” with the necessities of life, even if the salary is low. However, the university graduates mentioned that after a certain period of time as they gain experience it is possible to get a job, to have social security, higher wages, and employment opportunities.

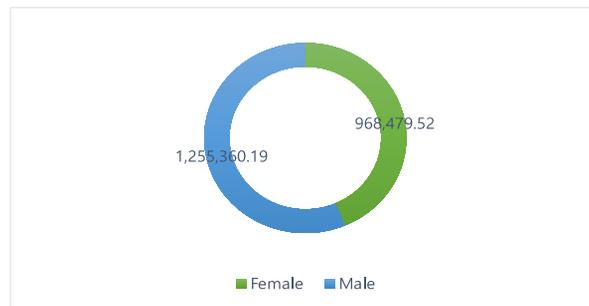


Figure 8. Average monthly income /by gender/

The difference in the average monthly income of the above groups was calculated using the independent T criterion. It is more commonly used in the social sciences because it is a commonly used, two-variable statistical criterion. It is a two-dimensional parameter criterion and is used to detect differences between the averages of two independent variables studied at the same time (single sample-two groups) and to determine whether these differences are statistically significant.

	Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	95% Confidence Interval of	
Average monthly wage								Lower	Upper
		15.103	0	-3.469	624	0.001	-286,880.67	82,702.96	-449,290.50
			-2.948	284.378	0.003	-286,880.67	97,298.79	-478,397.87	-95,363.48

Table 23. Independent T indicators, gender differences and average wage

The analysis shows that the average difference between the male and female groups is statistically significant, indicating that the wages of the independent groups differ significantly. The data and results were compared and correlation analysis was performed based on employment, income, and GPA.

The results of the analysis show that the mean score and employment are related ( $r < 0.05$ ) and the average employment and income are highly correlated ( $r < 0.01$ ). It is clear that unemployment has a negative effect on income, but it is interesting to note that the lower the GPA, the lower the employment rate. This suggests that the GPA in some way affects employment. For average scores and average earnings, Sig. (1-tailed) = 0.320 or ( $r > 0.05$ ), so it can be concluded that there is no significant or significant relationship (see Appendix B Table 24).

The table below shows the average scores of university graduates for the year, as well as employment and average monthly income. Most of the university graduates gave an approximate average monthly income and refused to answer (see Appendix B Table 25).

Moreover, 24 percent of the surveyed university graduates did not have any job. According to a survey conducted by the Research Institute of Labour and Social Protection (2017), 24.8 percent of university graduates are unemployed and it is estimated that 30.9 percent of the university graduates did not work in their profession. In general, university graduates face the following difficulties in finding a job (see Appendix B Table 26).

According to a survey conducted among NUM university graduates, the situation is relatively different from the above. For NUM university graduates, the

main reason for not working is a higher percentage of family reasons (22.1%). The reasons for not being employed were predominant, especially for female university graduates who gave birth, as well as those who were self-employed or studying abroad (Australia, Japan, Korea, Canada, China, and etc.).

In addition, the next group of university graduates surveyed said that they were continuing their studies. The response was given by 21.8 percent of the respondents. Also, 14% of the surveyed university graduates said that they went abroad to work or study. One in 10 unemployed university graduates said they were looking for a job but could not find one. Especially for rural university graduates, work place is rare, opportunities for professional work are limited, and access is limited. Due to this, the migration of the population to urban areas is related to the employment process.

According to the survey results, 9.2% does not work due to health reasons, 6.1% does not look for a job, 3.9% does not need to work, the job requirements are too high - 2.2%, the salary is low - 2.0%, and university graduates are not interested in their profession - 1.1%. Based on the responses of the surveyed university graduates, the percentage of unemployed university graduates of the schools can be ranked as follows:

	Reasons	Response	
		N	%
1	Family issues	79	22.07
2	Continuing to study	78	21.79
3	Abroad	50	13.97
4	Looking for a job by profession (could not find)	37	10.34
5	Medical reasons	33	9.22
6	Do not look for a job	22	6.15
7	No need to work	14	3.91
8	Job requirements are too high	8	2.23
9	Low wages	7	1.96
10	Not interested in the profession	4	1.12
11	High workload	3	0.84
12	Lack of professional knowledge and skills	2	0.56
13	Other	21	5.87
	<b>Total</b>	<b>358</b>	<b>100.00</b>

Table 27. Reasons for not having a job, NUM graduates

The reason for the graduates' unemployment is that 127 out of 358 participants expressed that they are willing to study at a local or foreign university in the future. According to the plans of economically inactive graduates for the next year, 5 out of 10 graduates replied that they are planning to be employed. Most of them also plan to change jobs, study, and start their own businesses. It also seeks to identify graduates by the type of training they have taken in the past year, the reasons for re-enrollment, their current major, and their suitability for a previous degree. According to this, why do university graduates are planning to re-study or re-enroll in a university?

The following conclusions can be drawn from the fact that the university graduates of the central and branch schools expressed that they are continuing to study and planning to apply for a local university, foreign university and study a foreign language. The plan for the graduates who is unemployed said that they want to study at a local or foreign university in the future.

Row Labels	Column Labels						Grand Total
	Acquire a foreign language	Change a job	Enroll in a foreign university	Enroll in a local university	No plan	Study (not yet decided)	
Business School	12		1	2			15
Erdenet School (rural)			1	3	1		5
School of Arts and Sciences	9		13	28			50
School of Engineering and Applied Sciences	2	1	1	3			7
School of International Relations and Public Administration	4	1	3	9		1	18
School of Law	2		12	11		2	27
Zavkhan School (rural)				4	1		5
<b>Grand Total</b>	<b>29</b>	<b>2</b>	<b>31</b>	<b>60</b>	<b>2</b>	<b>3</b>	<b>127</b>

Table 28. Participants plan for the next year

According to the table, 60 graduates want to study at a local university and 31 graduates want to study at a foreign university. However, 29 graduates want to learn a foreign language. A breakdown of the 127 graduates who want to continue their studies by each school shows that almost 50 percent of graduates of the School of Arts and Sciences is planning to re-study at a local or foreign university.

Graduates studied in short-term and long-term courses based on the number of years they have attended in the last year. Moreover, almost 40 percent of the participants were involved in short-term and more than 60 percent in long-term or vocational training.

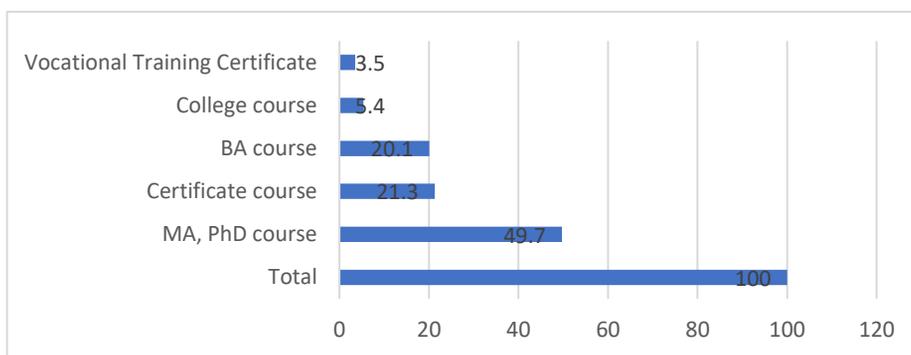


Figure 9. Types of long-term training course

According to the type of training course, 49.7 percent of graduates attended for the long-term MA, PhD course, 21.3 percent attended for certificate course, and 20.1 percent attended bachelor's degree. On the other hand, according to the type of short-term course, 75.6 percent of the graduates received short-term training and 13.2

percent received foreign language training.

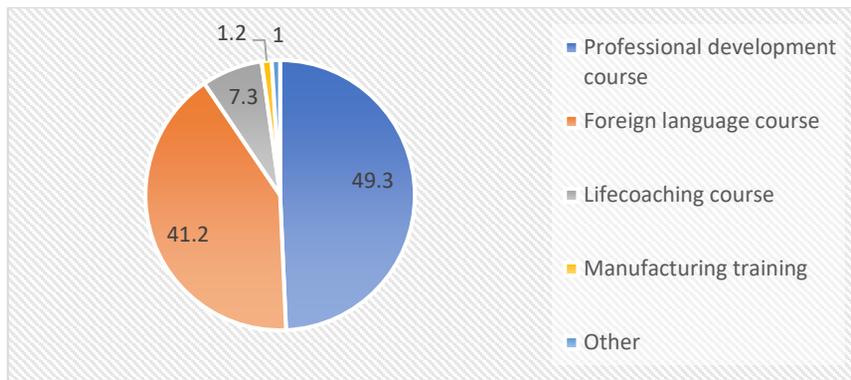


Figure 10. Types of short-term course

According to the types of short-term course, 49.3 percent attended for the professional development course, 41.2 percent had a foreign language course, 7.3 percent life-coaching course, and 1.2 percent had a manufacturing training and 1 percent for other training.

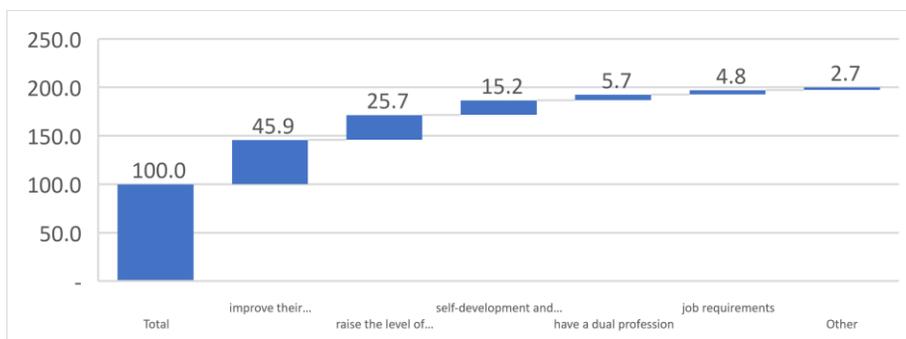


Figure 11. Reasons for re-studying

According to the above graph, it is clear that why graduates are studying again, 4 out of 10 graduates have improved their skills, knowledge and skills, and 3 out of 10 graduates have improved their education.

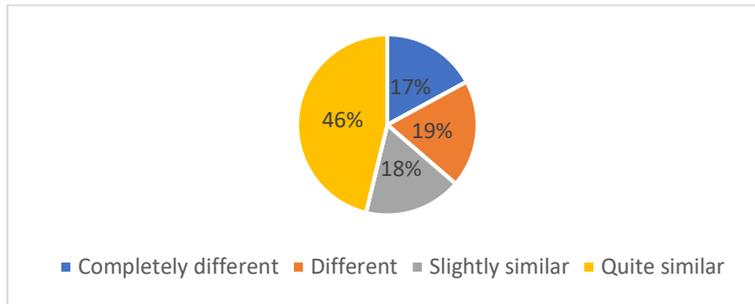


Figure 12. Correspondence of the re-study and the previous profession

In addition, 17 percent of graduates' re-study are in a profession other than their previous one. University graduates who re-enrolled in the bachelor's degree program, 18 percent studied in a profession slightly similar to their previous profession, and 46 percent in a completely different profession. However, 75.8 percent of master's and doctoral students are studying in the same profession.

31.9 percent of university graduates are studying in a completely different field, while 17.4 percent are studying for a bachelor's degree in a completely different field. Moreover, tried to find out the graduates' work, life plans and future salaries for the next year.

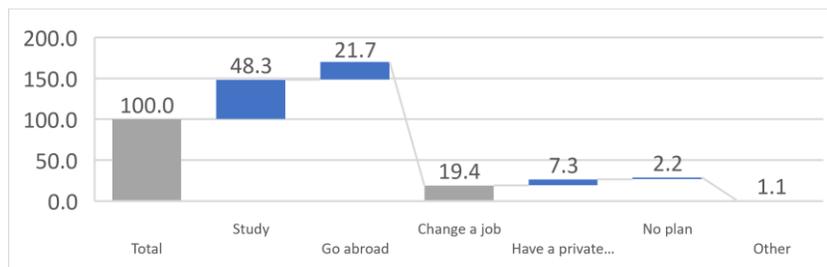


Figure 13. University graduates' plan for the next year

Regarding the future expectations of the university graduates, more than 48.3 percent said that they want to study further, 21.7 percent wants to go abroad whether to study or work, and 19.4 percent have plans to change job and 7.3 percent have plans to have private business.



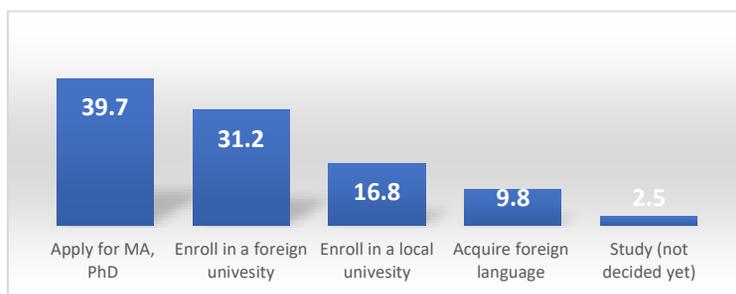


Figure 14. University graduates who plan to study by types

According to the university graduates who plan to study, 39.7 percent plan to pursue a master's or doctoral degree, 31.2 percent plan to enroll in a foreign university, and 16.8 percent plan to enroll in a local university.

I did an open-ended question which allows the participants to answer to the question based on their experience and understanding and tried get some feedback and evaluate a curriculum, environment and other issues to improve the program and to provide the feedback needed to further develop the program. According to the standards of foreign universities, the evaluation of educational activities is expressed in two forms: "Evaluation" and "Assessment". Evaluation is used to provide an overall assessment of a program and to ensure quality. Assessments are used to determine the knowledge, skills, competencies, and soft skills of a learning activity (teamwork, personal relationships, etc.) and the full mastery of the theory at the application level. Program evaluation is an indicator of the overall value of a comprehensive program.

In other words, the program relies on a number of outcomes, such as course evaluations, trainer feedback, interviews with entrants and university graduates, external evaluation reports, university graduates tracking surveys, and employer satisfaction surveys, to demonstrate how the program is progressing toward its goals. Evidence gathered during program evaluation is the basis for continuous

improvement of the program.

This study provides an overview of the strengths and weaknesses of the curriculum as part of the follow-up study, and provides feedback. University graduates have different assessments of the strengths and weaknesses of the program. University graduates mentioned weaknesses related to the enrollment and start-up process, the learning process, and the graduation process. The data can be presented in detail for each school. The survey assessed the strengths and weaknesses of each school, including the (1) School of Arts and Sciences, (2) Business School, (3) School of Law, (4) School of International Relations and Public Administration, (5) School of Engineering and Applied Sciences, (6) Zavkhan School (rural), and (7) Erdenet School (rural).

### **1. School of Arts and Sciences**

227 university graduates of the School of Arts and Sciences identified the weaknesses of their schools, and 128 out of the total respondents said that the general background, vocational foundation, professional and free elective course content, coherence, rational plan, spring and autumn course selection and enrollment need to be improved.

Moreover, 227 university graduates of the School of Arts and Sciences in 2018 identified the weaknesses of their schools, and 128 of the total survey participants need to further develop the content of general basic, vocational, professional, and free elective courses, coordination, rational planning, spring and autumn courses, and enrollment programs. Also, there is a need to develop the system, the system of working with students by the class teacher, and the extracurricular learning program for students (see Appendix C Table 29).

## **2. Business School**

A total of 102 Business School university graduates participated in the survey, and 16 university graduates evaluated the strengths, weaknesses and improvement of the curriculum. Business School university graduates suggest that the first factor in improving the school is the need to increase the number of credit hours for professional courses and to extend the duration of internships.

However, respondents identified teacher skills and experience, classrooms, libraries, equipment, teaching materials, curricula, and high demand and fees in the professional community as disadvantages. Business School university graduates suggest that the first factor in improving the school is the need to increase the number of credit hours for professional courses and to extend the duration of internships (see Appendix C Table 30).

## **3. School of Law**

A total of 23 university graduates of the School of Law participated in the survey, and a total of 17 university graduates evaluated the strengths and weaknesses of the program and expressed their views. A total of 13 university graduates rated the benefits of the curriculum as a whole, with good curricula, relatively good teacher skills, and sufficient classrooms, libraries, equipment, and teaching materials. Ten university graduates said that curriculum of the School of Law needed to be improved, while five university graduates said it needed to increase the number of classrooms and equip textbooks and manuals. University graduates also stressed the importance of improving staff communication, skills and experience, and making it easier for students to use the Sisi system (university online system).

Ten university graduates said the Law School curriculum needed to be improved, while five university graduates said it needed to increase the number of

classrooms, equipment, textbooks and libraries. A graduate also stressed the importance of improving staff communication, skills and experience, and making it easier for students to use the Sisi system (see Appendix C Table 31).

#### **4. School of International Relations and Public Administration**

A total of 59 university graduates from the School of International Relations and Public Administration participated in the survey, and more than 30 university graduates evaluated the strengths and weaknesses of the curriculum. A total of 21 university graduates voted in favor of the curriculum, saying that the curriculum, teacher skills, and experience were relatively good, and that classrooms, libraries, equipment, and teaching materials were good enough. Weaknesses of the curriculum included curriculum development, Sisi system issues, teacher skills and experience enhancement, and employee relations. The first factor in improving the curriculum of the School of International Relations and Public Administration is the need to increase the content of courses, foreign language courses, increase the duration of internships, develop and increase student exchange programs.

Weaknesses of the curriculum included curriculum development, Sisi system issues, teacher skills and experience enhancement, and employee relations. The first factor in improving the curriculum of the School of International Relations and Public Administration is the need to increase the content of courses, foreign language courses, increase the duration of internships, and develop and increase student exchange programs (see Appendix C Table 32).

#### **5. School of Engineering and Applied Sciences**

A total of 63 university graduates from the School of Applied Sciences and Engineering participated in the survey, and about 50 university graduates commented on the curriculum. Fifteen university graduates identified weaknesses in the

curriculum, 22 university graduates outlined their strengths, and 15 university graduates commented on improvement factors. 32, the majority of the 50 university graduates, is representing the School of Applied Sciences and Engineering cited weaknesses related to the curriculum, such as short internships and laboratory hours, repetitive courses with similar content, insufficient professional courses, lack of curriculum, and excessive unnecessary classes.

Most of the 15 university graduates surveyed on behalf of the School of Applied Sciences and Engineering mentioned shortcomings in the curriculum, such as short internships and laboratory hours, repetitive content, inadequate professional courses, lack of curriculum, and unnecessary classes (see Appendix C Table 33).

## **6. Zavkhan School**

32 university graduates of Zavkhan School participated in the survey and 22 university graduates voted. Of the 12 participants who identified Zavkhan's strengths, 7 said the curriculum was good, 3 said classrooms, libraries, equipment and teaching materials were adequate, and 2 said teachers were good.

As university graduates suggested the weakness of the Zavkhan Branch School, there is a need to develop a curriculum, improve the Sisi system and teachers' skills, and improve employee relations. Especially for university graduates of the branch school raised local issues, such as student or teacher exchanges with the central branch, need to be considered for improvement. It is also important to deepen the relationship between the branch and the central school, to recruit university graduates, to pay attention to the lack of technology in the branch school, to further improve the training system, location and classroom availability, canteens, and to strengthen cooperation with interns (see Appendix C Table 34).

## **7. Orkhon School**

Thirty-four university graduates of the Orkhon School participated in the survey, assessing the strengths and weaknesses of the curriculum and providing about 30 suggestions for further improvement. The Orkhon School university graduates consider that the first factor to improve the school is to increase the number of dormitories and classrooms, improve the library and school environment, and improve school equipment. During the survey, university graduates of the school mentioned some special suggestions for further attention to the curriculum. Teachers in rural areas are lagging behind and lack skills.

The first factor to improve Orkhon Branch School is the need to increase the number of dormitories and classrooms, improve the library and school environment, and improve school equipment. During the survey, university graduates of the school mentioned some special suggestions for further attention to the curriculum, these includes the rural teachers are lagging behind and lack skills (see Appendix C Table 35).

In general, university graduates often point out the strengths and weaknesses of the curriculum of NUM. However, it should be noted that the weaknesses that are directly related to the curriculum are expressed differently by the university graduates. For example, Business School university graduates spoke about teacher and staff feedback, teacher skills and experience, and employee relations, while School of Arts and Sciences, School of Law, School of International Relations and Public Administration, and School of Engineering and Applied Sciences university graduates responded to the need to develop curriculum and Sisi systems.

Depending on the location, central and local branch schools have different attitudes and assessments. From the information in the table, it can be seen that the

university graduates of the local branch schools were compared with the conditions of the central schools and were mostly evaluated. Based on the strengths and weaknesses of the university graduates, the views on how to improve the curriculum are summarized as follows. For university graduates, curriculum improvement is not just about the curriculum, but also about the wider external and internal environment, the learning system, the learning environment, and the students and lecturers. The following are some of the things that university graduates mentioned there is need an improvement.

Count of 1 Row Labels	Column Labels							Grand Total	
	Orkhon School	School of Applied Sciences and Engineering	School of Arts and Sciences	School of Business	School of International Relations and Public Administration	School of Law	Zavkhan School		
Classrooms, libraries, equipment and teaching materials	2	8		4		2	6	1	23
Curriculum development is needed	9	16	68	4		16	8	3	124
Improve (ISI) system	1	5	23			1		1	31
Improve teacher skills and experience, and improve employee relations	1			8					9
Needs to improve teacher skills and experience, and improve employee relationships			29						29
Relationships, skills and experience of teachers and staff with students						4		1	5
The needs and demands of the major in society are low and the fees are high				2					2
The needs and demands of the professional society are low and the fees are high			7						7
<b>Grand Total</b>	<b>13</b>	<b>29</b>	<b>127</b>	<b>18</b>		<b>19</b>	<b>18</b>	<b>6</b>	<b>230</b>

Table 36. Overall result of the improvement needs

In addition to consolidating the current achievements of the NUM, it is necessary to reflect the objective and subjective factors and stakeholders' views that are essential for further improvement and development of the curriculum, which will improve the quality of teaching and learning activities and student satisfaction.

## Chapter 5. Conclusion

Based on the basic information of the university graduates of NUM in 2019-2020, the university graduates were contacted by phone to determine their employment status, types of work, factors influencing employment, the main reasons for not being employed, and the advantages and disadvantages of the training program.

In terms of the total fall and spring graduation ratio, a total of 7 components of the NUM attended the school, of which 22.5 percent graduated in the fall and 77.5 percent in the spring. This survey covered 2'345 university graduates, or at least 40 percent of the 2019-2020 academic year, and determined their employment status and percentage. In terms of gender, 67 percent of the university graduates surveyed were female and 33 percent were male students. According to the survey results, 67.43 percent of the university graduates are employed and 32.57 percent are not employed at all.

The study covered at least 20 percent of the university graduates in the 2019-2020 academic year and determined their employment status and percentage. According to the 2015-2017 university graduates survey, 72.8 percent of university graduates were employed in 2015, 73.4 percent in 2016, 61.8 percent in 2017, and 75.7 percent in 2018. This indicates that three out of four university graduates are employed in some way. Based on the 2015-2018 university graduates survey data, the employment of university graduates in 2015-2016 was over 70 percent, declining sharply in 2017, and rising again in 2018. Moreover, 67.43 percent of university graduates were employed in 2019 which might be related to the COVID-19 pandemic. The level of employment of university graduates, students' choice of



profession, interest and skills to work in their profession, as well as work in the labor market of the year depends on the supply of labor.

In addition, in 2018-2019, 63.9 percent of NUM graduates are working in their profession, which is 5.7 percent lower than the national average. Among the graduates surveyed, there are a number of self-employed people, which has contributed to some of these indicators. According to the 2015-2017 university graduates sample survey, 72.8 percent of university graduates in 2015, 73.4 percent of university graduates in 2016, and 73.0 percent of university graduates in 2017, and 75.7 percent of university graduates were employed compared to previous years. In 2018, 63.9 percent of NUM graduates are working in their profession, which is 5.7 percent lower than the national average. However, in 2019 this data is slightly decreased to 59.2 percent.

The large number of university graduates surveyed is self-employed, which has contributed to some of these indicators. More than 324 of the 525 university graduates reported an average monthly income. The average monthly income of NUM university graduates participated in the survey is 1'747'419 MNT. Employed university graduates reported an average monthly income of at least 130,000 MNT and a maximum of 8'500'000 MNT. However, 30 university graduates who are not employed in any way or are temporarily employed have a monthly income of 550 thousand to 2 million MNT. The average monthly income for male university graduates is MNT 1'255'000.4, while the average monthly income for female university graduates is MNT 968'500.

In the 2018-2019 academic year, 34.6 percent of all university graduates found employment immediately after graduation nationwide. However, 38 percent, which

shows the highest percentage of university graduates, started working within 3 months after graduation. According to the survey results, 14 percent of university graduates found job places within 4-6 months, 11 percent for 7-12 months, and 4 percent of university graduates could find job places after a year. Factors influencing employment among graduates are listed below. For example, 23.5% of university graduates, 22.7% of university graduates and 16.8% of general skills are the first three factors influencing employment.

In terms of gender, there are different factors that affect employment. For example, for male university graduates, 1) no influence is 84.21%, 2) interview skill is 64.29%, 3) grade point average is 45.20%, and for female university graduates, 1) foreign language competency is 78.76%, 2) personal behavior quality – 75.28%, 3) future plan – 66.18% respectively. In general, graduates often point out the strengths and weaknesses of the NUM curriculum.

The main purpose of the study was to determine the employment status of university graduates, the types of work they do, the factors that influenced their employment, the main reasons for not working, and to make conclusions and recommendations to improve the quality of services provided by the university to students. For NUM university graduates, the main reason for not working is a higher percentage of family reasons (22.1%). The reasons for not being employed were predominant, especially for female university graduates who gave birth, as well as those who were self-employed or studying abroad (Australia, Japan, Korea, Canada, China, and etc.).

Job seekers are more likely to consider career opportunities, career prospects, wages, working conditions, and safety when choosing a job. The main problems

encountered in the job search mismatching job and lack of job information, and the employer's familiarity. More than 40 percent of the graduates have received short-term and another 60 percent had long-term training in the last year. However, 4 out of 5 participants received short-term and 1 received long-term vocational training.

More than half of the long-term graduates received master's and doctoral degrees, nearly one in three received certificate training, and one in ten received a bachelor's degree from universities. Short-term graduates received skills and foreign language training. As for the future expectations of the graduates, one in three plans to study further and one in five plans to get a job. A significant percentage of graduates do not have a clear plan.

It should be noted that one in 10 unemployed graduates answered that they were looking for a job but could not find one. In general, university graduates often point out the strengths and weaknesses of the NUM curriculum. However, worth noting that the weaknesses that are directly related to the curriculum are expressed differently by the university graduates. For example, Business School university graduates spoke about teacher and staff feedback, teacher skills and experience, and employee relations, while School of Arts and Sciences, School of Law, School of International Relations and Public Administration, and School of Engineering and Applied Sciences university graduates responded to the need to develop curriculum and Sisi systems.

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## APPENDIX A

Table 6. Number of students (in the form of school property)

	Number of students (in the form of school property)			
	Total	Public	Private	Foreign Affiliated School
2015-2016	162'626	95'033	67'276	317
2016-2017	157'138	91'798	65'075	265
2017-2018	155'248	89'473	65'628	147
2018-2019	157'625	87'992	69'370	263
2019-2020	148'446	82'901	65'355	190

Table 7. Number of students (by school classification)

	Number of students (by school classification)				
	Total	University	Institute	College	Foreign Affiliated School
2015-2016	162'626	122'870	38'869	570	317
2016-2017	157'138	133'187	23'293	393	265
2017-2018	155'248	136'673	17'982	446	147
2018-2019	157'625	137'442	19'393	527	263
2019-2020	148'446	127'555	20'412	289	190

Table 8. Number of students (by location)

	Number of students (by region)					
	Total	Ulaanbaatar	West	South	Central	East
2015-2016	162'626	148'077	4'717	4'066	5'058	708
2016-2017	157'138	143'684	4'211	4'284	4'308	651
2017-2018	155'248	144'061	3'666	3'099	3'740	681
2018-2019	157'625	146'024	3'870	3'016	3'997	718
2019-2020	148'446	136'397	3'488	3'005	4'391	1'165

Table 9. Students in higher education institutions (in the form of training)

	Number of students (in the form of training)			
	Total	Full-time	Part-time	Correspondence
2015-2016	162'626	143'775	4'548	14'303
2016-2017	157'138	138'962	4'254	13'922
2017-2018	155'248	138'700	2'095	12'453
2018-2019	157'625	141'509	3'803	12'313
2019-2020	148'446	134'683	3'267	10'496

Table 10. Number of students (by education level)

	Number of students (by education level)				
	Total	Certificate	Bachelor's	Master's	PhD
2015-2016	162'626	-	140'296	19'005	3'325
2016-2017	157'138	-	133'223	20'066	3'849
2017-2018	155'248	124	130'484	20'345	4'295
2018-2019	157'625	362	130'545	22'499	4'219
2019-2020	148'446	98	119'203	25'753	3'392

Table 11. Students in higher education institutions (gender index by degree of education)

	Certificate	Bachelor's	Master's	PhD
Male students	47.2%	41.5%	35.3%	42.8%
Female students	52.8%	58.5%	64.7%	57.2%

Table 12. Gender ratio of students in higher education institutions (last 5 academic years)

	Number of students (by gender ratio)				
	Total	Female	Male	Gender Index	Percentage of women in total /% /
2015-2016	162'626	93'674	68'952	1.36	57.6
2016-2017	157'138	91'526	65'612	1.39	58.2
2017-2018	155'248	90'094	65'154	1.38	58.0
2018-2019	157'625	93'552	64'073	1.46	59.4
2019-2020	148'446	90'573	57'873	1.57	61.0

Table 13. Difficulties in finding a job (Research Institute of Labour and Protection)

1	Lack of work experience	22.7
3	No suitable job for the profession	17.3
2	Lack of work place	17.3
4	High level of foreign languages	13.5
5	Monthly wage	8.9
6	Education, skills and professional incompatibility	6.2
7	Work environment and working hours	5.1
8	Age and gender discrimination	3.5
10	Family issues	1.9
9	Financial difficulties	1.8
12	Lack of self-confidence (in the future)	1.3
11	Lack of ability to define behavior and interests	0.3
13	Appearance and physical growth	0.2
	<b>TOTAL</b>	<b>100</b>



Table 14. Do you work in your major?

		Do you work in your major?		Total	
		Yes	No		
National University of Mongolia	Division of Natural Sciences	Quantity	51	28	79
		Percent	64.56%	35.44%	100.00%
	Division of Social Sciences	Quantity	25	21	46
		Percent	54.35%	45.65%	100.00%
	Division of Humanities	Quantity	33	39	72
		Percent	45.83%	54.17%	100.00%
	Business School	Quantity	53	32	85
		Percent	62.35%	37.65%	100.00%
	School of International Affairs and Public Administration	Quantity	12	17	29
		Percent	41.38%	58.62%	100.00%
	School of Law	Quantity	38	23	61
		Percent	62.30%	37.70%	100.00%
	Zavkhan School (Branch School)	Quantity	11	9	20
		Percent	55.00%	45.00%	100.00%
School of Engineering and Applied Sciences	Quantity	37	21	58	
	Percent	63.79%	36.21%	100.00%	
Erdenet School (Branch School)	Quantity	12	12	24	
	Percent	50.00%	50.00%	100.00%	
TOTAL		Quantity	272	202	474
		Percent	57.38%	42.62%	100.00%

Table 15. Number of NUM graduates in the 2019-2020 academic year

	School of the National University of Mongolia	Total number of graduates		Fall Semester		Spring Semester	
		Quantity	Percent	Quantity	Percent	Quantity	Percent
1	School of Arts and Sciences	899	38.3	165	7.0	734	31.3
2	Business School	495	21.1	83	3.5	412	17.6
3	School of Law	313	13.3	164	7.0	149	6.4
4	School of International Relations and Public Administration	124	5.29	33	1.4	91	3.9
5	School of Engineering and Applied Sciences	368	15.69	65	2.8	303	12.9
6	Zavkhan School (Rural)	55	2.35	5	0.2	50	2.1
7	Erdenet School (Rural)	91	3.88	12	0.5	79	3.4
<b>Total</b>		<b>2345</b>	<b>100</b>	<b>527</b>	<b>22.5</b>	<b>1818</b>	<b>77.5</b>

Source: Sampled from the statistics of NUM graduates in 2019

Table 16. Number of graduates

		Quantity	Percent	
1	School of Arts and Sciences	Division of Natural Sciences	72	13.7
		Division of Social Sciences	65	12.4
		Division of Humanities	90	17.1
2	Business School	102	19.4	
3	School of Engineering and Applied Sciences	63	12	
4	School of Law	23	4.3	
5	School of International Relations and Public Administration	59	11.2	
6	Zavkhan School (Rural)	19	3.6	
7	Erdenet School (Rural)	32	6	
<b>Total</b>		<b>525</b>	<b>100.0</b>	

Table 17. Place of the work and residence of the graduates

		Quantity	Percent
1	Ulaanbaatar City	302	57.5
2	Rural Center (aimag)	113	21.5
3	Rural Province (soum)	63	12.0
4	No response	34	6.5
5	Other	13	2.5
<b>Total</b>		<b>525</b>	<b>100.0</b>

Table 18. Average monthly salary and income of graduates

	Gender	N	Minimum	Average	Maximum
1	Male	198	150,000	1,017,551	8,500,000
2	Female	109	130,000	889,220	7,000,000
<b>Total</b>		<b>307</b>			

Table 19. Graduates income level

	Income Level	Quantity	Percent	Valid percent
1	130,000 - 250,000	46	8.76	14.20
2	251,000 - 500,000	145	27.62	44.75
3	501,000 - 750,000	9	1.71	2.78
4	751,000 - 1,000,000	35	6.67	10.80
5	1,001,000 - 1,250,000	15	2.86	4.63
6	1,251,000 - 1,500,000	17	3.24	5.25
7	1,501,000 - 1,750,000	8	1.52	2.47
8	1,751,000 - 2,000,000	21	4.00	6.48
9	2,001,000 -	28	5.33	8.64
<b>Total</b>		<b>324</b>	<b>61.71</b>	<b>100.00</b>
No response		201	38.29	
		<b>525</b>	<b>100.00</b>	

Table 20. Average income of graduates (by school)

	Schools	N	Minimum	Maximum	Average
1	Division of Natural Sciences	58	450,000	7,500,000	2,650,019
2	Division of Social Sciences	36	130,000	5,000,000	1,710,012
3	Division of Humanities	45	450,000	6,000,000	2,150,015
4	Business School	84	500,000	3,000,000	1,166,695
5	School of Engineering and Applied Sciences	26	600,000	2,500,000	1,033,342
6	School of Law	13	500,000	8,500,000	3,000,004
7	School of International Relations and Public Administration	39	450,000	5,000,000	1,816,680
8	Zavkhan School (Rural)	7	150,000	5,000,000	1,716,669
9	Erdenet School (Rural)	16	450,000	1,000,000	483,339

The average income of university graduates varies from school to school as follows:

a) the survey was conducted by telephone only with the university graduates (based on university graduates' responses only and it is impossible to verify),

b) the average income was calculated based only on the number of university graduates who replied their income (for example, a total of 19 university graduates from the Zavkhan School were participated, but only 7 university graduates replied their income, of which the average was calculated).

Table 21. Employment status of graduates / by gender /

			Are you currently employed?		Total
			Yes	No	
Gender	Male	Quantity	102	89	191
		Percent	53.40	46.60	100.00
	Female	Quantity	252	82	334
		Percent	75.45	24.55	100.00
Total		Quantity	354	171	525
		Percent	67.43	32.57	100.00

## APPENDIX B

Table 22. Time spent by employed graduates to find a job

	Quantity	Percent	Valid percent
Before graduation	105	20	22.68
Less than 3 months	201	38	43.41
4-6 months	76	14	16.41
7-12 months	58	11	12.53
More than 13 months	23	4	4.97
Total	463	88	100.00
No reply	62	12	
Total	525	100	

Table 24. Results of correlation analysis

		Are you working?	Average income	GPA
Are you working?	Pearson Correlation	1	-.146**	-0.069*
	Sig. (2-tailed)		0.000	0.026
	N	550	307	550
Average income	Pearson Correlation	-0.146**	1	0.073
	Sig. (2-tailed)	0.000		0.068
	N	307	307	307
GPA	Pearson Correlation	-.069*	0.073	1
	Sig. (2-tailed)	0.026	0.068	
	N	550	307	

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed)

Table 25. Occupation: average score, employment, average monthly income

	Professional field	GPA	Are you working?	Average income
1	Accounting (Business School)	3.0	1.28	815,000
2	Accounting (Erdenet School)	2.1	1.16	1,150,000
3	Accounting (Zavkhan School)	2.5	2.00	-
4	Accounting and inspection	2.7	1.20	900,000
5	Anthropology	2.7	2.00	-
6	Applied Chemistry	2.5	1.00	750,000
7	Applied Geophysics	2.5	1.43	766,666
8	Applied Mathematics	2.0	1.00	800,000
9	Archeology	2.9	2.00	-
10	Banking	3.0	1.25	950000
11	Biochemistry	2.7	1.33	825,909

12	Bio-engineering	2.7	1.00	1,450,000
13	Biological resource management	2.4	1.31	708,571.43
14	Biology	2.8	1.29	768,000
15	Biotechnologist	3.1	1.00	1,000,000
16	Business management	2.3	1.33	1,022,857.14
17	Business psychology	2.8	1.33	750,000
18	Chemical engineering	3.0	1.60	850,000
19	Chemistry	2.2	1.00	850,000
20	Computer graphic design	3.0	1.00	800,000
21	Computer network	2.4	1.33	1,500,000
22	Computer software	2.2	1.00	650,000
23	Demography	2.7	1.00	1,000,000
24	Ecological restoration	2.4	1.00	650000
25	Ecology	3.0	1.00	945,000
26	Economic information	2.0	1.20	1,000,000
27	Economics and statistics	2.6	1.33	875,000
28	Economy	3.0	1.08	955,000
29	Electronics	2.7	2.00	750,000
30	Environmental studies	3.0	1.29	770,000
31	Environmentalist	2.7	1.42	710000
32	Finance	2.6	1.27	2,050,000
33	Finance management-Information	2.7	1.21	1,150,000
34	Finance, banking	2.5	1.21	1,200,000
35	Finance, economics	2.3	1.00	1,150,000
36	Finance-economics	2.9	1.00	1,000,000
37	Food chemistry	2.1	1.00	700,000
38	Foreign language translator	2.9	1.43	1,104,330
39	Foreign languages and Area studies	3.0	1.00	783,333
40	Forestry	2.8	1.33	635,000
41	Forestry industry	2.3	2.00	-
42	Geography	2.4	1.20	833,769
43	Geology	2.9	1.40	583,333
44	Geophysicist	2.6	1.40	750,000
45	History	2.5	1.17	845,000
46	Hydrology	2.6	1.00	390,000
47	Information system	3.1	1.43	1,050,000
48	Information technology	2.7	1.40	940,000
49	Insurance	2.4	1.43	1,400,000
50	Insurance economics	2.2	1.30	800,000
51	International economic relations	3.1	1.00	1,212,500
52	International economics	3.2	2.00	1,500,000

53	International law	2.5	1.12	500,000
54	International relations	2.4	1.12	-
55	International studies	3.2	1.00	1,700,000
56	Journalism	1.9	1.13	870,000
57	Land management	3.2	1.12	863,636
58	Language, literature (Mongolian)	2.3	1.00	1,070,000
59	Law	3.0	1.13	1,460,000
60	Linguistics (Chinese)	3.3	1.00	510,000
61	Linguistics (German)	3.0	1.00	975,000
62	Linguistics (Mongolian)	3.8	1.00	700,000
63	Linguistics (Russian)	2.9	1.00	-
64	Management	2.7	1.80	1,000,000
65	Management, banking	2.4	1.08	1,050,000
66	Management, financial	2.7	1.33	1,000,000
67	Management, foreign trade	2.8	1.00	700,000
68	Management, hotel	2.1	1.00	1,000,000
69	Management, manufacturing	2.2	1.00	1,100,000
70	Management, marketing management	2.2	1.00	800,000
71	Management, stock trading	2.7	1.20	890,000
72	Management, trade	3.6	1.00	900,000
73	Marketing	2.7	1.18	900,000
74	Marketing management	2.0	1.19	950,000
75	Material science	2.6	1.00	1,000,000
76	Mathematics	3.0	1.00	1,100,000
77	Mathematics, applied	2.0	1.20	-
78	Meteorology	2.2	1.00	1,000,000
79	Mineral chemistry	2.4	1.13	-
80	Mongolian, literature	2.5	1.00	-
81	Mongolian, script	2.8	2.00	-
82	Mongolian-English study	2.9	1.00	600,000
83	Nanoscience and engineering	2.2	1.00	780,000
84	Nature management and control	2.7	1.00	-
85	Nuclear power	3.6	1.00	640,000
86	Petrochemistry	2.8	2.00	-
87	Philosophy	2.9	1.17	700,000
88	Physics	2.8	1.40	750,000
89	Physics-Electronics	2.3	1.00	1,200,000
90	Politics	3.0	1.09	1,100,000
91	Psychology	3.3	1.60	850,000
92	Public administration management	2.9	1.00	4,560,000
93	Religious studies	2.8	1.25	750,000

94	Remote sensing of the environment	2.8	1.50	1000000
95	Renewable energy	3.1	1.67	840,000
96	Russian, linguistics	3.0	2.00	1,200,000
97	Social work	2.4	1.22	1,350,000
98	Sociology	2.5	1.08	750,000
99	Software	3.1	1.00	1,150,000
100	Solid state material science	2.3	1.00	1,400,000
101	Statistics	1.8	1.00	850,000
102	Statistics, applied	3.1	1.00	780,000
103	Tax economics, accounting	2.5	1.22	600,000
104	Teacher, Biology-nature science	3.1	1.00	900,000
105	Teacher, Chemistry education	2.3	1.00	750000
106	Teacher, Foreign language education	2.9	1.48	873,333
107	Teacher, Mathematics education	3.0	1.55	780,000
108	Teacher, Mongolian language and literature	3.3	1.39	1,225,000
109	Teacher, Mongolian language-literature education	2.7	1.50	450,000
110	Teacher, Mongolian language-Mongolian script	3.3	1.00	900000
111	Teacher, nature science education	2.8	1.50	1,582,091
112	Teacher, Social science education	2.5	1.46	600000
113	Trading	2.6	1.13	850,000
114	Urban and region planning	3.1	1.25	700,000
115	Urban and regional planning	3.1	8.00	890,000
116	Visiting service	2.7	1.00	750,000
	<b>Average</b>	<b>2.5</b>	<b>1.45</b>	<b>863,611</b>

Note: (1.5 is employed, 1.5> is not employed)

Please note the following when decoding the information in the table:

1. The table only looks at the graduate programs and majors of the students who were surveyed, and compares GPA, employment status, and average income.
2. This information only provides an overview and is not a comparison of professional programs.
3. Since this is only available to university graduates who are contacted by telephone in the given situation, employment or non-employment is not a direct indicator of the evaluation of the program or the professional strengths or weaknesses of high or low pay.

## Appendix C

Table 29. Result of the School of Arts and Sciences

#		Response	
		Quantity	Percent
1	Curriculum needs to be developed	69	53.9%
2	Needs to improve teacher skills and experience, and improve employee relationships	29	22.7%
3	Improve (sisi) system	23	18.0%
4	The needs and demands of the professional society are low and the fees are high	7	5.5%
	<b>Total</b>	<b>128</b>	<b>100.0%</b>
Strengths			
1	The curriculum is good	38	38.4%
2	Lecturers have good experience and knowledge	17	17.2%
3	The reputation of the university is high	25	25.3%
4	There is a great need in the professional society	19	19.2%
	<b>Total</b>	<b>99</b>	<b>100.0%</b>
Improvement			
1	Curriculum	65	56.5%
2	Classrooms, libraries, equipment and teaching materials	30	26.1%
3	Sisi system	11	9.5%
4	Relationships, skills and experience of teachers and staff with students	9	7.8%
	<b>Total</b>	<b>115</b>	<b>100.0%</b>

Table 30. Result of the Business School



<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Improve teacher skills and experience, and improve employee relations	8	44.4%
2	Classrooms, libraries, equipment and teaching materials	4	22.2%
3	Curriculum development is needed	4	22.2%
4	The needs and demands of the major in society are low and the fees are high	2	11.1%
<b>Total</b>		<b>18</b>	<b>100.0%</b>
<b>Strengths</b>			
1	The curriculum is good	4	44.4%
2	The reputation of the university is high	2	22.2%
3	There are enough classrooms, libraries, equipment and school supplies	3	33.3%
<b>Total</b>		<b>9</b>	<b>100.0%</b>
<b>Improvement</b>			
1	Improving the curriculum, including: increasing the number of credit hours for professional courses and extending the duration of internships	8	47.1%
2	Sisi system	5	29.4%
3	Relationships, skills and experience of teachers and staff with students	4	23.5%
<b>Total</b>		<b>17</b>	<b>100.0%</b>

Table 31. Result of the School of Law

<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Curriculum development is needed	8	44.4%
2	Classrooms, libraries, equipment and teaching materials	6	33.3%
3	Relationships, skills and experience of teachers and staff with students	4	22.2%
<b>Total</b>		<b>18</b>	<b>100.0%</b>
<b>Strengths</b>			
1	The curriculum is good	13	44.4%
2	Teacher skills and experience are good	2	22.2%
3	There are enough classrooms, libraries, equipment and school supplies	2	33.3%
<b>Total</b>		<b>17</b>	<b>100.0%</b>
<b>Improvement</b>			
1	Curriculum development is needed	10	47.1%
2	Classrooms, libraries, equipment and teaching materials	5	29.4%
3	Sisi system needs improvement	1	
4	Relationships, skills and experience of teachers and staff with students	1	23.5%
<b>Total</b>		<b>17</b>	<b>100.0%</b>

Table 32. Result of the School of International Relations and Public Administration

<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Curriculum development is needed	15	83.3%
2	Classrooms, libraries, equipment and teaching materials	2	11.1%
3	Sisi system needs improvement	1	5.5%
<b>Total</b>		<b>18</b>	<b>100.0%</b>
<b>Strengths</b>			
1	The curriculum is good	13	68.4%
2	Teacher skills and experience are good	4	21.0%
3	There are enough classrooms, libraries, equipment and school supplies	2	10.5%
<b>Total</b>		<b>19</b>	<b>100.0%</b>
<b>Improvement</b>			
1	Curriculum development is needed	14	66.6%
2	Classrooms, libraries, equipment and teaching materials	5	23.8%
3	Sisi system needs improvement	1	4.7%
4	Relationships, skills and experience of teachers and staff with students	1	4.7%
<b>Total</b>		<b>21</b>	<b>100.0%</b>

Table 33. Result of the School of Applied Sciences and Engineering

<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Curriculum development is needed	15	53.6
2	Classrooms, libraries, equipment and teaching materials	8	28.6
3	Sisi system needs improvement	5	17.9
<b>Total</b>		<b>28</b>	<b>100.0</b>
<b>Strengths</b>			
1	The curriculum is good	22	59.5
2	Teacher skills and experience are good	6	16.2
3	There are enough classrooms, libraries, equipment and school supplies	5	13.5
4	The needs and demands of the major in society are low and the fees are high	4	10.8
<b>Total</b>		<b>37</b>	<b>100.0</b>
<b>Improvement</b>			
1	Curriculum development is needed	15	68.2
2	Classrooms, libraries, equipment and teaching materials	4	18.2
3	Sisi system needs improvement	3	13.6
<b>Total</b>		<b>22</b>	<b>100.0</b>

Table 34. Result of the Zavkhan School

<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Curriculum development is needed	3	50.0
2	Classrooms, libraries, equipment and teaching materials	1	16.7
3	Sisi system needs improvement	1	16.7
	Improve teacher skills and experience, and improve employee relations	1	16.7
<b>Total</b>		<b>6</b>	<b>100.0</b>
<b>Strengths</b>			
1	The curriculum is good	7	58.3
2	Teacher skills and experience are good	2	16.7
3	There are enough classrooms, libraries, equipment and school supplies	3	25.0
<b>Total</b>		<b>12</b>	<b>100.0</b>
<b>Improvement</b>			
1	Curriculum development is needed	3	75.0
2	Classrooms, libraries, equipment and teaching materials	1	25.0
<b>Total</b>		<b>4</b>	<b>100.0</b>

Table 35. Result of the Orkhon School

<b>Weakness</b>			
#		Response	
		Quantity	Percent
1	Curriculum development is needed	9	56.3
2	Classrooms, libraries, equipment and teaching materials	2	12.5
3	Sisi system needs improvement	1	6.3
	Improve teacher skills and experience, and improve employee relations	4	25.0
<b>Total</b>		<b>16</b>	<b>100.0</b>
<b>Strengths</b>			
1	The curriculum is good	16	57.1
2	Teacher skills and experience are good	10	35.7
3	There are enough classrooms, libraries, equipment and school supplies	2	7.1
<b>Total</b>		<b>28</b>	<b>100.0</b>
<b>Improvement</b>			
1	Classrooms, libraries, equipment and teaching materials	14	53.8
2	Curriculum improvement is needed	5	19.2
3	Improve teacher skills and experience, and improve employee relations	6	23.1
4	Sisi system needs improvement	1	3.8
<b>Total</b>		<b>26</b>	<b>100.0</b>

## Abstract

이 연구는 대학 졸업자와 취업 가능성 사이의 관계를 조사합니다. 본 논문의 주된 목적은 대졸자의 취업 현황과 수준, 취업 가능성을 파악하고 대졸자의 도전과제를 규명하고 대졸자의 취업 및 대학 교육과정 개선을 위한 보고서 및 제언을 개발하는 것이다.

2019-2020학년도에 몽골국립대학교 대학원생 525명(20%)을 대상으로 구조화된 인터뷰를 진행하여 취업 여부와 비율을 파악했다. 질적 및 정량적 접근 방식을 사용하여 탐색적 연구 설계 및 컴퓨터 지원 전화 인터뷰를 사용하여 대학 졸업생 설문조사 데이터를 수집했습니다. 현재 노동시장의 변화과정에 발맞추어 대졸자의 취업 상태를 평가하고, 실업의 원인과 조건, 대졸자의 능력이 노동시장에 적합한지, 대졸자가 직면한 도전과제를 파악하는 것이 중요하다. 그리고 연구 기간의 장점과 단점.

이 연구는 두 가지 변수를 요약한 교차표 방법을 사용했습니다. 우리의 분석은 대학 졸업생, 취업 가능성 및 커리큘럼 사이에 강한 상관 관계가 있음을 보여줍니다. 설문 참여자들이 큰 문제로 여기는 커리큘럼 개발이 매우 필요하다고 결론지었습니다.