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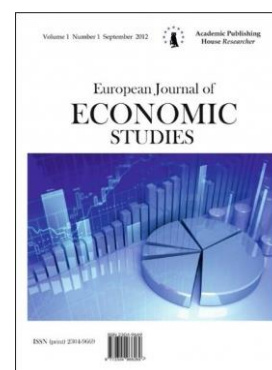
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The Main Vectors of Educational Programs in Improving the Quality of Human Resources in People's Republic of China

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Abstract

The article considers the issues of government educational programs in China, determines the role of Chinese universities in the world rankings and the impact of education programs on human resource development in organizations in China.

Keywords: China, the government programs of education, human resources, development, education, training, university, organization, employees.

Introduction

People's Republic of China takes the leading position in population ranking in the world. Only since 2002, there have been introduced programs at the state level to improve the quality of human resources as a driving force in the conquest of the competitiveness and efficiency of the individual companies and the national economy in general. There have been initiated a policy aiming to establish "an educated society" in the country, setting a goal to achieve not only a high level of literacy, but to increase a number of citizens with the university education, persons with two diplomas, with science degrees etc. The article considers the issues of government educational programs in China, and the impact of education programs on human resource development not only in economic aspect, but also in demographic of the country.

Materials and methods

Chinese population plays a major role in shaping the global demographic situation, which is not constant: it changes and rebuilds the structure of the world's population. The rates of population growth have slowed noticeably in recent years. According to the Sixth census, held in the 2014, the population of China was 1367000 million people.[1] The UN experts expect that natural growth of population stops by 2030 and it will be negative after 2035 [7].

With neck-breaking growth rates of up to 13 %, China has emerged in recent years as one of the major economies in the world. The motor that powers China's fast paced development is its vast and diverse population. There are more than 1.3 billion people living in China today. 38 % of

the population lives in the more developed coastal areas, while the central and western regions are more scarcely populated. The working-age population is 72 %. Literacy rates are as high as 96 %. Unemployment rate is 9 %. Capitalizing on China's immense human resources, more than 263,250 (about 1.3 % of all) European Union small and medium size companies are now doing business in China [8].

A huge number of population of the country makes all problems in China bigger, deeper, and extra ordinary sharper and urgent. Hardly controlled population growth largely introduces an element of spontaneity in the development of social production. Now it is obvious that with failing to achieve a population stabilization it is impossible to achieve significant results in solving other socio-economic issues [5].

Many Foreign Investment Enterprises (FIEs) are now finding that the biggest obstacle to their growth in China is the acute shortage of high quality and experienced management. Foreign direct investment has soared in recent years and with it has the demand for quality management. As established businesses have grown, the need for new and far more complex management roles has emerged, which previously hardly existed in China's old state run enterprises.

Furthermore the rapid rise in the economy has resulted in a workforce with career aspirations and attitudes that have been forged solely from the experience of knowing a booming market. Job-hopping has become commonplace. With traditional local education still largely focused on academic knowledge to real life business situations, there is an acute shortage of practically skilled young people joining the workplace.

As a result, the HR function has become one of the key issues for any developing foreign business in China. Pressed with the need to fill positions quickly, HR departments are hiring it seems at any price, lowering the qualifications they are prepared to accept to dangerous levels. This does not only result in a wage spiral, but also with a far lower level of competence in high end management positions. HR departments are now being thrown into a new era. Whereas originally HR was mainly about recruitment, the focus has shifted increasingly to development and retention and there are indications that salary levels are already beginning to rise – particularly when fringe benefits are taken into account. Average employee life may be no more than a year and so HR departments are under increasing pressure to find ways to retain staff. Candidates are also more sophisticated these days. They are getting choosier and are far more particular about what a company has to offer [9].

According to the census of 2010, 119.6 million people had the higher education and 187.9 million had vocational education. It is expected that by 2020 to be more than 200 million people with higher education diplomas and 400 million people with vocational education finished (Table 1) [3]. People with higher education are concentrated in the major cities as in the other countries in the world as well, in cities like Beijing, Shanghai, and Chongqing etc. In 2010 6.1 million people with higher education lived in Beijing, 5.0 million in Shanghai, Tianjin – 2.2 million, Chongqing – 2.4 million [4].

Table 1: The population of high education in China in the 2010-2014

	2010	2011	2012	2013	2014
Student with higher education	22317929	23085078	23913155	24680726	25476999
Graduates of the bachelor	5754245	6081565	6247338	6387210	6593671

Source: <http://www.stats.gov.cn> – National Bureau of Statistics of China

The UN Development Programme's statistics show that the literacy rate (calculated by the index of literacy) China was at the 107 position in the world (Table 2). The index measures state's achievements by two evaluation criteria – literacy among adults and the index of total enrollment of people studying basic, secondary and high education.

Table 2: United Nations Development Programme: Education Index, 2013

<i>Place in rating</i>	<i>Country</i>	<i>Index</i>
1	Australia	0.927
2	New Zealand	0.917
3	Norway	0.910
4	Netherlands	0.894
5	USA	0.890
6	Ireland	0.887
7	Germany	0.884
8	Lithuania	0.877
9	Denmark	0.873
10	Czech Republic	0.866
26	Japan	0.808
36	Russia	0.780
41	Singapore	0.768
42	Hong Kong	0.767
106	Philippines	0.610
107	China	0.610
108	Albania	0.609
181	Mali	0.305
182	Sierra Leone	0.305
183	Guinea	0.294
184	Chad	0.256
185	Burkina Faso	0.250
186	Eritrea	0.228
187	Niger	0.198

Source: Compiled by the authors with the materials of “Countries ranking by the level of Education”. Humanitarian Encyclopedia // Humanitarian Researches Center. - 10.10.2009 (last edition: 18.03.2015)

URL: <http://gtmarket.ru/ratings/education-index/education-index-info>

Discussion

According a new “educated society” achieving program in the PRC, the government emphasizes following directions in education – expanding the network of university education, increasing a number of secondary special educational institutions, improving the quality of educational services, the distribution of educational resources to the Central and Western regions of China. As well as establishing new educational centers of higher and secondary special education in the rural areas, increasing a quota for free higher education for graduates of rural schools from the poorest regions of China, active retraining of teachers in rural schools, information of the educational process and development of pre-school education. In addition, planned a large-scale reforming of the educational system, which affects schools and higher education institutions as well: the right of autonomy of the universities, establishing of private educational institutions, improving the system of vocational education.

The country has promoted a course for a brand new stage of development of the PRC with the unprecedented high percentage of educated people. The new higher education institutions were established, and the educational system’s reforming is in process. Recently, Beijing Tsinghua University and Fudan University in Shanghai took high positions in the world university ranks. Higher education institutions get autonomy, the government finances new studies and a

modernization, in the first time were introduced programs for people with disabilities and for the national minorities, providing scholarships for the education of young farmers from the poorest areas of the country.

As same as in organizations, each person brings a different talent, level of expectation, contribution, and sometimes problem to the country or to the organization. Organizations cannot purchase human resources en masse, nor can a day's work be used twice; a day's work lost is a day's work lost and can only be replaced by another human resource doing that particular job. A day's work low productivity is an even worse situation, since the person is costing resources but not turning out the fullest level of production. Although the organization can discharge the person under certain conditions, the person can leave the organization at any time; thus the organization must continually strive to maintain a positive environment to encourage each individual to continually do his or her most productive work. This benefits both the person and the organization.

The seven most common methods of recruiting new employees are job posting, search of existing files, advertising, employment agencies, referrals by current employees, and other organizations.

A career path is a progression of jobs linked together, each of which furnishes skills and/or experience necessary for advancement to the next job. A career path is composed of sequential jobs that are interrelated and that lead to higher positions within the organization.

Selection is the process by which the job applicants are screened and interviewed and a hiring decision made.

The job interview is the major selection device used by a business to determine the fit between the organization and the prospective employee. Job interviews demand a great deal of preparation, and those employees tasked with conducting an interview need to be trained and possess a high level of communication skills.

In breaking down the human resources management functions into its many components – including listing training and development as one of the major ones – there is an absence of the term “education”. An understanding of the key differences among training, education, and development is important in order to appreciate the relationships and meaning of these activities and their relevance in developing human resources [6].

One interesting approach is to think about the focus and evaluation of each of these activities. The focus of training is on the present job held by an individual. Evaluation of training is on the job. The focus of education is on a future job for which the individual is being prepared and the evaluation consequently will be on the future job. The focus of development, on the other hand, is on future organizational activities and evaluation is almost impossible.

All three activities are part of the human resources development concept, which means a series of organized activities conducted within a specified time, and designed to produce some type of behavioral change. Keeping this concept in mind and the differences among the activities involved in it, should provide a better understanding of the on-the-job methods of development and off-the-job methods that follow.

The development of employees can take place in many ways, some formal and some informal. This section outlines some on-the-job development methods and others that take place off the job.

Employees can be trained and develop new skills through several on-line-job methods. Such as:

- Orientation for new employees. This can be formal, such as an all-day program sponsored by the employer, or informal, such as a manager spending a half hour with each new employee. If there is no orientation program, the new employee will, by default, develop his own which may be more time consuming and less factual than a formal program.
- Apprenticeship training. Used widely in the trades, apprenticeship programs provide an opportunity for a person to work at less than the regular wage and to learn under the aegis of a skilled tradesperson.
- Internships, residencies, assistantships, clerkships, and fellowships. These offer paid opportunities to work in an area under a controlled educational setting. Specific schooling may be required in order to be considered for these programs.

- On-the-job rotation. Many companies rotate their personnel, especially their managers, every two or three years so that managers can gain a broad understanding of the entire organization.

- Coaching. Managers must coach and counsel subordinates.

- Departmental staff meeting. These can be powerful tools, when conducted appropriately, to develop staff. A manager might choose to hold weekly or bi-weekly staff meetings where staff members can present status reports on each of their projects or activities. This can help develop presentation skills, keep the staff informed about the department's activity, and create peer pressure on any members who may need to increase their production. A part of the staff meeting might be devoted to a short presentation or discussion of a new magazine article or pending legislation or regulation in your field or any other topic which can stretch the interests of manager and subordinates.

- Company sponsored courses. Companies frequently sponsor on site courses taught by inside experts. The purposes of these courses are to bring managers together for a common learning experience, the application of the learning experience on the job is expected to increase productivity and/or enable the employee to assume greater duties.

Off-the-job methods may include off-site seminars and tuition reimbursement programs. Attendance at an off-site seminar may have several purposes: learning; communicating with peers in the same profession or industry; and perhaps, as a reward for performance.

Development activities generally are aimed at increasing job knowledge and improving interpersonal skills and understanding of the organization. Multiple techniques may be involved including simulation exercises, videotaped presentations, in-basket exercises, job instruction training, case studies and lectures.

Results

The Plan, in about 27,000 words, is China's first medium and long-term education plan in the 21st century. It sets a series of concrete goals to be achieved by 2020, including universalizing preschool education, improving nine-year compulsory education, raising the senior high school gross enrollment rate to 90 %, and increasing the higher education gross enrollment rate to 40 %.

UNESCO has highly praised the Plan, saying that it shows China's long-term determination to make its education one of the best in the world.

The Plan not only proposes concrete measures for education reform at various levels, but also addresses education issues of public concern. For example, in response to the problem of "parents competing to send their children to top schools" during the compulsory education phase, the Plan calls for balanced development of education within a certain region; to ease the homework burden of secondary and elementary school students, the Plan proposes to establish a homework burden monitoring and reporting mechanism, and stipulates that "exam scores and contest awards shall not be used as criteria for school admission in the compulsory education phase"; to solve the problem of using college entrance examination results as the sole criterion for college admission, the Plan suggests "trying multiple examinations in a year for certain subjects", or "gradually introducing classified college entrance examinations"[10].

Conclusion

China's economic success in recent decades can be traced in large part to the mobilization of the country's enormous human-resource base. Improvements in the health and education of China's huge working-age population have made a strong contribution to economic growth. As a result on active state programs, aimed an increase of education's quality, we can see the growth of the popularity of Chinese universities within the country and abroad as well. Chinese high education institutions ranked in the list of world's top universities. In the World University Rankings annually published by The Times, you can find Beijing Tsinghua University, Fudan University of Shanghai, Shanghai Jiao Tong University, and Nanjing University. According to the newly promulgated Outline of China's National Plan for Medium and Long-Term Education Reform and Development (2010-2020). China plans "to become a country with rich human resources" by the year 2020.

Amid growing concerns about inequality, the Chinese government has made substantial progress in initiating and improving public-sector programs to provide education, for all its citizens. The challenges are great, however, because China's population is changing so dramatically.

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УДК 33

Основные направления образовательных программ в повышении качества кадровых ресурсов в Народной Республике Китай

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Аннотация. В статье рассматриваются вопросы государственных образовательных программ в Китае, определяется роль китайских университетов в мировых рейтингах и влияние образовательных программ по развитию людских ресурсов в организациях в Китае.

Ключевые слова: Китай, государственные образовательные программы, человеческие ресурсы, развитие, образование, подготовка, университет, организация, сотрудники.