

Development of Employability Indicators for New Immigrants' Children in Taiwan

¹Chao Chih-Yang, ²Lin Yong-Shun, ³Li Yu-Chang,

¹Department of Marketing and Logistics Management, Ling Tung University, Taichung, Taiwan

²Department of International Business, Ling Tung University, Taichung, Taiwan.

³Department of Industrial Education and Technology, National Chunghua University of Education, Chunghua, Taiwan.

E-mail: yongshun10@teemail.ltu.edu.tw

Abstract

The purpose of the study aims to construct a set of employability indicators for the new immigrants' children studying in technical programs of high schools in Taiwan and further to evaluate the importance of these indicators. To meet the research purpose, a survey questionnaire on employability indicators using the Delphi Technique has been developed and distributed to 16 experts from the competent authority of education, universities, senior high schools, vocational high schools, and industries. The data collected from questionnaires were analyzed using descriptive statistics, Kruskal-Wallis One-way Analysis, and Kolmogorov-Smirnov two-way analysis. The study consolidated the comments from the experts and developed 31 indicators for the employability of new immigrants' children. The results showed that work attitude, teamwork capacity, and professional knowledge in specific were the most valued indicators.

Keywords: New Immigrants' Children, employability

1. Introduction

The survey conducted by the Statistics Department of Ministry of Education (2015a, 2015b) reveals that the total number of new immigrants' children currently enrolled in elementary and junior high schools have reached 200,000 people. The differences in the cultural backgrounds of new immigrants and various factors including lack of proficiency in Mandarin Chinese language, lack of basic education from Taiwan, and inadequate knowledge on Taiwan society and culture, have caused various issues in the personal adaptation and parental education of new immigrants. The imbalanced family education often brings negative influence on the school performance of new immigrants' children, preventing them from moving upward under the existing influence of low social-economic standards and cultural adversity, thereby drawing them into deteriorating vicious cycles (Lai, 2002). Taiwan is a country of multicultural fusion. Since 1990, people from Southeast Asian countries and mainland China have immigrated to Taiwan through intermarriage (mostly females). Foreign spouses and mainland Chinese spouses married to Taiwanese people are known as "new immigrants" while their children are known as "new immigrants' children."

Chao, Yang, Lin and Wu (2014) suggested that new immigrants still have to resolve issues in terms of schooling. For example, in most cases, parents of new immigrants' children are disadvantaged in social and economic status, where relevant government departments do not provide sufficient counselling measures; students consider the schools not holding sufficient cross-national cultural activities and could not acquaint with more diverse culture. Teachers also believe that new immigrant policies should emphasize on the implementation of family education measures so that teachers, students and parents share the common channel, venue and measures for compliance through the availability of learning opportunities and counselling measures. Consequently, the efforts in caring the learning of new immigrants' children will receive bigger benefits. In recent years, the educational agenda for new immigrants' children in Taiwan has mostly stressed the importance of how to help new immigrants' children blend into the cultural environment of Taiwan but little attention has been paid to the development advantages of new immigrants' children in-depth, including diverse language learning, growing background of cross-national culture, and other special talents.

Workplace employability has become the youth policy agenda and has drawn high attention from advanced countries. Under the framework of the global system reform, enterprises expect skilled labor force for use to cope with the fast changes in work procedures and technologies (Asonitou, 2015). The Government, enterprises and policy makers proceed to cultivate graduated students from higher education for the overall national prosperity, in order to link with employment rate and improve the standards of skills and capacities (Frank & Meyer, 2007; EC, 2010. Harvey, Locke, and Morey (2002) stated that employability is the key agenda in higher education mainly because the expansion of higher education is one important factor in enhancing economic involvement in times of a knowledge-based economy.

Employment refers to the acquisition and capacity to complete fixed work (Hillage & Pollard, 1998). Hence, employability can be viewed as the capacity of individuals leaving the school, entering the society, and acquiring a job. Nevertheless, employability is not only determined by the labor force market but also includes other factors, such as intention, capacity, diverse trainings kills, and flexibility of functions (change of shift and skills surpassing work positions) (Misra & Mishra, 2011). That's to say, employability is not unilateral dimension, which not only is determined by employers but also takes the intent and psychological factors of labor into consideration. Bridgstock (2009) suggested that everyone should learn the skills, knowledge and capacity of self-evaluation, in addition to learn self-promotion. Employees need to be assisted with the capacity of developing self-evaluation, self-promotion, and career management skills (Asonitou, 2015). For this reason, employees not only need to be capable of finding work and performing well in work but also strengthening their capacities in self-evaluation, personal marketing, and career planning.

Many researchers proposed that employability is not merely the capacity to adapt to workplace

but also the essential capacity required. For example, communication capacity (McLaughlin, 1995; Ministry of Higher Education, 2007; Maxwell, Scott, Macfarlane, & Williamson, 2009; Ramli, Nawawi, & Chun, 2010; Rasul, Rauf, Mansor, Yasin, & Mahamod, 2013), reading capacity (McLaughlin, 1995; Maxwell, Scott, Macfarlane, & Williamson, 2009), and information capacity (Hamid, Islam, & Manaf, 2014; Koka & Raman, 2015). The basic capacity of employment for job seekers is the essential element of job seeking and such essential capacity serves as the foundation to establish personal adaptability, interpersonal skills and career management to improve the opportunities for corporate interview and acceptance.

Employability is the issue which everyone faces in career and Taiwan is currently taking actions in developing new immigrants' children with the exertion of the multicultural qualities and the capacity to provide services in the native country. Few studies in Taiwan have discussed over the employability of new immigrants' children. Hence thus study will revolve around immigrants' children, using the Delphi survey questionnaire to build up the employability indicators. The study can be adopted as reference for future educational authorities in the cultivation of the employability of new immigrants' children.

2. Literature Review

Employability has become the youth policy agenda and has drawn great attention from advanced countries since 1990. Saterfiel and Mclarty (1995) proposed employability as personal skills in acquiring a job and continuing the retention of job, work attitude and habits and functional subject skills. At this time, employability is defined as the universal capacity required for any profession and refers to the work capacity required for a person.

Harvey, Locke, and Morey (2002) believed that employability refers to the capacity of acquiring a job, retaining the job, and completing the work by individuals in the learning process. The personal skills equipped are not only intended for employment but also helps individuals make progress in the enterprise, thereby implementing personal potential and making contribution of success for the strategic orientation of the enterprise (Australia Department of Education, 2002). De Grip, Van, and Sanders (2004) identified employability as one person who is willing and capable of attracting the employers, acquiring the work and retaining the work under the consideration of limitation by the organization structure.

Dacre and Sewell (2007) referred employability as professional skills, knowledge and excellent personal attitudes required for individuals to choose and assure good and satisfying work found. Moreland (2006) stated that employability can protect work and develop a series of skills for career success, including skills knowledge and personal attitude in order to help themselves, work team, society, and the economy. Pool and Sewell (2007) claimed that employability refers to a series of skills, knowledge, career comprehension, and personal attitude so that individuals can make

better choice and assure finding satisfying job with success. Employability with personal professional competence and knowledge will constitute the opportunity of acquiring the job and retaining the job (Petrongolo, 2009). Yusof, Mustapha, Mohamad, and Bunian (2012) suggested the composition of employability requires the accumulation of work experience, which will then assure the individuals to adapt to changes in environment and the opportunity of workplace development. Later, scholars discuss employability with consideration of personal work competence, attitude or relevant factors as well as individuals' contribution to enterprises, personal learning, the adaptation to changes in work environment, and career planning and development. It is clear that employability changes following the change of time.

To sum up, the study defined employability as the knowledge, skills and attitude required for individuals in job seeking, which will assure finding the job and cover individuals career planning and development, the adaptability to work environment, and personal learning and growth.

Governments or scholars have conducted research on employability for a long period of time with objects consisting of the average students but few studies have emphasized on the employability of new immigrants' children. Hence, the study analyzes the indicators of employability proposed by scholars to build the specific employability indicators of new immigrants' children.

Secretary's Commission on Achieving Necessary Skills (SCANS) (1991) reviewed the essential capacities required for entering the workplace, including basic skills, thinking skills and personal traits. The Canadian government (1992) released the report *Employability Sketch: Required Capacities for Canadian Employment Population* according to which employability includes basic employment capacities: listening, speaking, reading, writing, and calculation; core employment skills are sub-divided into academic capacity, personal management capacity and teamwork capacity (McLaughlin, 1995). The Department of Education, Science and Training (DEST) of Australia (2000) proposed the "Framework of Australian Employment Capacity" and listed the capacities of employment below (Commonwealth of Australia, 2006): communication capacity, teamwork capacity, problem-solving capacity, aggression and entrepreneurship capacity, planning and organization capacity, self-management capacity, learning capacity, and technical capacity. The English government divides employability into six dimensions, namely communication capacity, personal skills, arithmetic capacity, problem-solving capacity, capacity of technology use, and foreign language capacity through National Council for Vocational Qualifications (NCVQ).

In the "College/University Graduates Employability Survey" project commissioned by Youth Development Administration, Executive Yuan, Taiwan (2006), employability is divided into expression and communication, problem-solving, teamwork, leadership and dominance, self-management, innovative thinking, information use, career planning, workplace cognition, and

international horizon. The Department for Business Innovation & Skills (2011) defined employability as the skills, such as job searching, providing assistance in job search, resume writing, voluntarily contacting employers, voluntarily searching for work or opportunity for internship, activities or exhibition for work recruitment, computer skills, research skills, time management, personal literacy and arranging temporary of on-leave work content, career validation and planning, interview practice, comprehending career and knowing how to proceed with work, communication skills, decision-making skills, speech skills, and teamwork skills. The Central Council for Education of Japan developed the capacities required for university students and the knowledge and comprehension on system association comprehension of basic knowledge for the degree of major; communication skills, mathematical skills, information reading and writing capacity, inference thinking skills and problem-solving skills related fundamental capacities; teamwork attitude and leadership capacity; comprehensive learning experience and creativity, as well as the practical analytical capacity of handling any problem well.

Apart from the indicator constructs from government agencies towards youth employability, the study consolidated the employability indicators proposed by different scholars (Azevedo, Apfelthaler, & Hurst, 2012; Rasul, Rauf, Mansor, Yasin & Mahamod, 2013; Mastura, Imam, & Osman, 2013; Sermsuk, Triwichitkhun & Wongwanich, 2014; Castillo, 2014; Paadi, 2014; Koka & Raman, 2015; Corker & Hooland, 2015; Dean, 2016), including analytical and thinking capacity, problem-solving capacity, teamwork capacity, communication and expression capacity, interpersonal relation capacity, leadership capacity, time management capacity, information capacity, management capacity, professional competence, planning and organization capacity, learning capacity, personal adaptability, work attitude, work attitude, innovative thinking capacity, critical thinking capacity, self-marketing capacity, foreign language communication capacity, personal management capacity, basic listening, speaking, reading and writing skills, learning will and development, learning will and development, and work independence.

In sum of the aforementioned, governments and scholars of all countries discussion many dimensions under employability such as the personal basic capacity (listening, communication, reading, writing, calculating, information use, and language, etc.), workplace capacity (professional knowledge, work attitude, professional technology), and teamwork, communication and expression, problem solving, critical thinking, and innovative thinking that are the psychological dimensions.

Research survey revealed that “mathematics,” “English” and “science” are the subjects which new immigrants’ children need most assistance in academic performance. At senior higher schools, most of new immigrants’ children perform the best in “physical education,” “fine arts” and “music,” which shows evidential deficiency in personal basic capacities of new immigrants’ children in terms of the employability connotations proposed by the scholars (Chao et al., 2014).

Most of new immigrants’ children in Taiwan are currently enrolled in senior high schools and

will enter the workplace in a few days. Hence, it is utmost urgent to understand the employability to be acquired by new immigrants' children in future workplace. The multicultural growth background and characteristics will help cultivate and strengthen their personal basic capacities, workplace skills and relevant employment capacity, so that the new immigrants' children will return to their native countries and the local workplace with success.

3. Research Design and Implementation

3.1 Research Method

The study adopted the findings in literature review to develop the preliminary draft for the employability indicators of new immigrants' children, using the Delphi technique to clarify and specify the content of employability indicators through the comments from experts and scholars, thereby understanding the importance of constructing indicators.

3.2 Participants

The study conducted a Delphi survey questionnaire with regards to the employability indicators of new immigrants' children. The participants of the study were selected from competent authorities of education undertaking the services for new immigrants' children ($n = 2$), university researchers involving new immigrants' research with publication of papers ($n = 6$), principles and directors involving in relevant affairs in senior high school and vocational high schools with more number of new immigrants' children ($n = 6$), and senior managers of industry representatives for companies that have set up subsidiary in Southeast Asian countries ($n = 2$). A total of 16 experts have participated in this study.

3.3 Research Tools

The current study adopted a self-prepared Delphi Survey Questionnaire on the employability of new immigrants' children. The main purpose of the first Delphi questionnaire is to collect the comments from experts and scholars so that the indicators can be constructed. The second and third questionnaires aim to further reach consensus in specific establishment and focus on the connotations of the employability indicators for new immigrants' children.

4. Analysis of Delphi Survey Questionnaire Results

The study conducted three Delphi survey questionnaires. The following describes the survey results, including the analysis of indicator importance and the consistency of questions from one sample of Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis.

4.1 Analysis of Indicator Importance

The first Delphi survey was an open survey questionnaire, in which experts provided the comments to add question on living adaptability, from 30 to 31 questions. After three surveys, the means, standard deviation and key grade of all indicators after the three surveys are compiled as

shown in Table 1. Findings of the third Delphi survey reveal that experts consider the work attitude as the most important indicator of employability for new immigrants' children, followed by teamwork capacity, professional knowledge in specific field, professional work skills (techniques), basic listening, speaking, reading and writing skills, time management capacity.

Table 1 Means, Standard Deviation and Key Grade for Indicators on the Delphi Survey

| Indicators | First Delphi Technique | | | Second Delphi Technique | | | Third Delphi Technique | | |
|--|------------------------|------|-----------|-------------------------|------|-----------|------------------------|------|-----------|
| | M | SD | Key Grade | M | SD | Key Grade | M | SD | Key Grade |
| 1. Work attitude | 6.64 | 0.61 | 2 | 6.88 | 0.34 | 1 | 6.94 | 0.25 | 1 |
| 2. Professional work skills (techniques) | 6.57 | 0.49 | 5 | 6.50 | 0.63 | 7 | 6.63 | 0.62 | 4 |
| 3. Emotion control capacity | 6.21 | 0.77 | 17 | 6.38 | 0.62 | 13 | 6.31 | 0.48 | 15 |
| 4. Communication and expression capacity | 6.21 | 0.86 | 18 | 6.50 | 0.63 | 8 | 6.56 | 0.51 | 7 |
| 5. Native language proficiency of new immigrants' children | 6.36 | 0.72 | 13 | 6.44 | 0.73 | 11 | 6.38 | 0.50 | 12 |
| 6. Basic listening, speaking, reading and writing skills | 6.62 | 0.62 | 4 | 6.50 | 0.73 | 9 | 6.63 | 0.50 | 4 |
| 7. Teamwork capacity | 6.50 | 0.63 | 6 | 6.69 | 0.48 | 2 | 6.88 | 0.34 | 2 |
| 8. Professional knowledge in specific field | 6.79 | 0.41 | 1 | 6.63 | 0.62 | 3 | 6.81 | 0.40 | 3 |
| 9. Problem-solving capacity | 6.64 | 0.48 | 3 | 6.44 | 0.73 | 12 | 6.44 | 0.51 | 10 |
| 10. Work ethics and morals | 6.29 | 0.70 | 14 | 6.56 | 0.63 | 4 | 6.56 | 0.51 | 7 |
| 11. Work adaptability | 6.38 | 0.74 | 12 | 6.19 | 0.75 | 18 | 6.19 | 0.54 | 17 |
| 12. On-the-job learning will and potential development | 6.50 | 0.63 | 7 | 6.56 | 0.63 | 5 | 6.56 | 0.63 | 7 |

| | | | | | | | | | |
|---|------|------|----|------|------|----|------|------|----|
| 13. Capacity of multicultural literacy | 6.29 | 0.59 | 15 | 6.13 | 0.62 | 19 | 6.25 | 0.45 | 16 |
| 14. Information capacity | 6.21 | 0.77 | 19 | 6.13 | 0.72 | 20 | 6.13 | 0.50 | 21 |
| 15. Personal management capacity | 5.54 | 1.39 | 30 | 5.56 | 0.73 | 31 | 5.81 | 0.54 | 27 |
| 16. Foreign language proficiency (language other than native language and Chinese) | 6.00 | 0.76 | 25 | 5.75 | 0.58 | 29 | 5.63 | 0.50 | 30 |
| 17. Time management capacity | 6.29 | 0.70 | 16 | 6.50 | 0.52 | 10 | 6.63 | 0.50 | 4 |
| 18. Innovative thinking capacity | 6.07 | 0.96 | 24 | 6.13 | 0.72 | 21 | 6.19 | 0.54 | 17 |
| 19. Comprehension on industry environment and development | 6.14 | 0.83 | 22 | 5.94 | 0.57 | 26 | 5.75 | 0.58 | 29 |
| 20. Job seeking capacity (interview skills) | 6.14 | 0.74 | 23 | 6.13 | 0.62 | 22 | 6.13 | 0.50 | 21 |
| 21. Capacity of involving in projects and tasks | 6.21 | 0.67 | 20 | 6.38 | 0.50 | 14 | 6.38 | 0.50 | 12 |
| 22. Capacity in interdisciplinary knowledge | 6.43 | 0.62 | 8 | 6.38 | 0.72 | 15 | 6.38 | 0.50 | 12 |
| 23. Planning and organization capacity | 6.43 | 0.73 | 9 | 6.31 | 0.70 | 16 | 6.19 | 0.40 | 17 |
| 24. Work independence | 6.43 | 0.62 | 10 | 6.56 | 0.51 | 6 | 6.44 | 0.51 | 10 |
| 25. Leadership and decision-making capacity | 6.00 | 0.93 | 26 | 5.94 | 0.68 | 27 | 5.81 | 0.54 | 27 |
| 26. Critical thinking capacity | 6.00 | 0.93 | 27 | 6.00 | 0.73 | 25 | 5.94 | 0.57 | 26 |
| 27. Social management capacity | 5.92 | 0.83 | 28 | 5.94 | 0.57 | 28 | 6.00 | 0.52 | 25 |
| 28. Entrepreneurship | 5.86 | 0.83 | 29 | 5.75 | 0.68 | 30 | 5.56 | 0.51 | 31 |

| capacity | | | | | | | | | |
|----------------------------------|------|------|----|------|------|----|------|------|----|
| 29. Capacity to focus on details | 6.21 | 1.01 | 21 | 6.13 | 0.81 | 23 | 6.06 | 0.57 | 23 |
| 30. Career planning capacity | 6.43 | 0.62 | 11 | 6.25 | 0.58 | 17 | 6.19 | 0.54 | 17 |
| 31. Living adaptability | | | | 6.06 | 0.85 | 24 | 6.06 | 0.57 | 23 |

4.2 Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis

The experts were divided into four types, namely the competent authority of education, university and college representatives, senior high school and vocational high school representative, and industry representatives. The Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis are shown in Table 2, where only “professional work skills (techniques),” “communication and expression capacity” and “capacity of multicultural literacy” have reached significance ($p < .05$), indicating that different types of experts could not reach consistency in the completion of these four indicator connotations. Other items have not reached significance, which indicates that different types of experts have reached consistency in the completion of other items. The Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis shown in Table 2 suggest that all questions have reached significance, revealing the experts of Delphi techniques have reached consistency in the level of recognition for the employability indicators of new immigrants’ children.

Table 2 Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis

| Indicator | First Delphi Technique | | Second Delphi Technique | | Third Delphi Technique | |
|--|---------------------------|--------|----------------------------|---------|---------------------------|---------|
| | K-W | K-S | K-W | K-S | K-W | K-S |
| 1. Work attitude | 7.63 | 1.79** | 0.71 | 2.07*** | 1.67 | 2.14*** |
| 2. Professional work skills (techniques) | 2.47 | 1.26 | 5.54 | 1.39* | 9.17* | 1.66** |
| 3. Emotion control capacity | 8.79* | 1.09 | 11.83** | 1.16 | 5.55 | 1.72** |
| 4. Communication and expression capacity | 8.28* | 1.39* | 11.97** | 1.39* | 8.02* | 1.46* |
| 5. Native language proficiency of new immigrants' children | 2.44 | 1.23 | 4.55 | 1.37* | 1.67 | 1.59* |
| 6. Basic listening, speaking, reading and writing skills | 1.61 | 1.37* | 3.17 | 1.51* | 4.33 | 1.59* |
| 7. Teamwork capacity | 3.81 | 1.39* | 5.55 | 1.72** | 3.57 | 2.07*** |
| 8. Professional knowledge in specific field | 5.42 | 1.66** | 6.67 | 1.66** | 1.67 | 1.97** |
| 9. Problem-solving capacity | 4.04 | 1.39* | 5.23 | 1.37* | 2.94 | 1.46* |
| 10. Work ethics and morals | 5.86 | 1.23 | 9.09** | 1.53* | 4.21 | 1.46* |
| 11. Work adaptability | 0.76 | 1.09 | 2.65 | 0.94 | 3.81 | 1.54* |
| 12. On-the-job learning will and development potential | 3.24 | 1.39* | 2.00 | 1.53* | 0.86 | 1.53* |
| 13. Multicultural literacy capacity | 4.79 | 1.07 | 6.05 | 1.32 | 8.33* | 1.85** |
| 14. Information capacity | 6.43 | 0.94 | 3.94 | 1.03 | 1.67 | 1.64** |
| 15. Personal management capacity | 2.31 | 0.91 | 2.85 | 1.15 | 5.50 | 1.54* |
| 16. Foreign language capacity (language other than native language and | 0.67 | 0.94 | 1.84 | 1.42* | 4.33 | 1.59* |

| Chinese) | | | | | | |
|---|-------|--------|--------|-------|------|--------|
| 17. Time management capacity | 4.84 | 2.08** | 5.00 | 1.33 | 4.33 | 1.59* |
| 18. Innovative thinking capacity | 5.33 | 1.03 | 6.36 | 1.03 | 6.31 | 1.54* |
| 19. Comprehension on industry environment and development | 5.12 | 1.10 | 2.29 | 1.42* | 1.01 | 1.42* |
| 20. Job seeking capacity (interview skills) | 6.70 | 0.88 | 2.70 | 1.32 | 0.42 | 1.64** |
| 21. Capacity of involving in projects and tasks | 8.88* | 1.07 | 4.33 | 1.59* | 4.33 | 1.59* |
| 22. Capacity of interdisciplinary knowledge | 4.48 | 1.23 | 4.86 | 1.23 | 5.67 | 1.59* |
| 23. Planning and organization capacity | 2.89 | 1.23 | 4.56 | 1.09 | 1.67 | 1.97** |
| 24. Work independence | 5.18 | 1.26 | 4.21 | 1.46* | 1.67 | 1.46* |
| 25. Leadership and decision-making capacity | 5.48 | 1.12 | 6.08 | 1.15 | 5.75 | 1.54* |
| 26. Critical thinking capacity | 7.06 | 0.89 | 8.75** | 1.00 | 5.94 | 1.42* |
| 27. Social management capacity | 3.87 | 0.94 | 2.43 | 1.42* | 2.50 | 1.50* |
| 28. Entrepreneurship capacity | 3.44 | 0.96 | 4.96 | 1.07 | 0.40 | 1.46* |
| 29. Capacity to focus on details | 2.72 | 1.37 | 5.96 | 1.25 | 5.36 | 1.42* |
| 30. Career planning capacity | 5.18 | 1.26* | 1.01 | 1.42* | 3.80 | 1.54* |
| 31. Living adaptability | | | 1.71 | 1.13 | 3.33 | 1.42* |

* $p < .05$ ** $p < .01$ *** $p < .001$

5. Conclusions and Suggestions

The purpose of the study mainly aims to establish the employability indicators for new immigrants' children and prepares a preliminary draft for the connotations of employability for new immigrants' children through literature review. A total of 16 experts and scholars have been invited to revise and discuss the comments after 3 sessions of Delphi techniques, in order to validate the employability indicators of new immigrant' children upon returning to native countries in the future.

The study was built on the literature review. The Delphi survey questionnaire was examined using Kruskal-Wallis One-way Analysis and Kolmogorov-Smirnov two-way analysis to validate a total of 31 indicators for the employability of new immigrant's children, including work attitude, professional work skills (techniques), emotion control capacity, communication and expression capacity, and native language proficiency of new immigrants.

The findings from the Delphi survey questionnaire conducted for this study showed that work attitude accounts for the most important indicator in employability for new immigrants' children upon returning to their native countries, followed by teamwork capacity, professional knowledge in specific fields, professional work skills (techniques), basic listening, speaking, reading and writing skills, and time management capacity. It is known that attitude determines everything while employees with good work attitudes tend to perform with voluntary, proactive, serious and responsible attitudes. The employees usually have strong mentality in learning and advancement and they will create bigger performance with the concept of teamwork. However, professional knowledge and skills are not the most important reason for the employability of new immigrants' children while the industry representatives believe that employees will make up for the deficiency in professional fields through educational training and learning if they have positive and proactive work attitude.

Subsequent researchers are suggested to follow the connotations of these employability indicators to conduct current state survey in order to comprehend the level of employability equipped by new immigrants' children. Related educational agencies are also suggested to prepare course planning, teaching and activity arrangement according to the connotations of employability indicators at different phases of education, thereby cultivating the new immigrants' children of Taiwan with the employability to return and work in their native countries in the future.

References

Asonitou, S. (2015). Employability skills in higher education and the case of Greece. *Procedia Social and Behavioral Sciences*, 175, 283-290.

Australia Department of Education (2002). *Employability skills for the future*. Australia: Department of Education. Retrieved from http://www.dest.gov.au/NR/rdonlyres/4E332FD9-B268-443D-886C-621D02265C3A/2212/final_report.pdf

Azevedo, A., Apfelthaler, G., & Hurst, D. (2012). Competency development in business graduates: An industry-driven approach for examining the alignment of undergraduate business education with industry requirements. *International Journal of Management Education*, 10(1), 12-28.

Bridgstock, R. (2009) The graduate attributes we've overlooked: enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28 (1), 31-44.

Castillo, R. C. (2014). Employability skills of graduating business and accounting students of Batangas state university. *International Journal of Sciences: Basic and Applied Research*, 13(1), 303-315.

Chao, C. Y., Yang, P. C. Lin, K. Y., & Wu, H. C. (2014). An analysis of strategies on K-12 Education: The case of new immigrants' children. K-12 Education Administration, Ministry of Education.

Commonwealth of Australia (2006). *The ACCI/BCA employability skills framework*.

Corker, C., & Holland, S. (2015). Introducing students to employability, skills and reflection: A case study from history. *Student Engagement and Experience Journal*, 4(1), 1-16.

Dacre, P. L., & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability. *Educational Training*, 49(1), 277-289.

- De Grip, A., Van, L. J., & Sanders, J. (2004). The industry employability index: Taking Account of supply and demand characteristics. *International Labour Review*, 143, 211-233.
- Dean, J. C. (2016). Employability skills as perceived by employers and university faculty in the fields of human resource development (HRD) for entry level graduate jobs. *Journal of Human Resource and Sustainability studies*, 4, 39-49.
- Department for Business Innovation & Skills (2011). *Supporting graduate employability: HEI practice in other countries*. BIS Research paper number 40.
- EC (2010). *An Agenda for new skills and jobs: A European contribution towards full employment*. COM 682 final, Brussels: European Commission.
- Frank, J. D., & Meyer, W. J. (2007). University expansion and the knowledge society. *Theory and Society*, 36 (4), 287-311.
- Hamid, M. S. A., Islam, r., & Manaf, N. H. A. (2014). Employability skills development approaches: An application of the analytic network process. *Asian Academy of Management Journal*, 19(1), 93-111.
- Harvey, L., Locke, W., & Morey, A. (2002). *Enhancing employability, recognizing diversity*. London: Universities UK.
- Hillage, J., & Pollard, E. (1998). *Employability: Developing a framework for policy analysis*. London: DfEE
- Koka, A. S., & Raman, M. (2015). Importance of employability skills in information technology multinational corporations. *Asian Journal of Management Research*, 6(1), 1-9.
- Lai, J. D. (2002). A study on literacy education for immigrant brides in a rural elementary school (unpublished master's thesis). National Taichung University of Education, Taichung, Taiwan.

- Mastura, M. A., Imam, O. A., & Osman, S. (2013). Employability skills and task performance of employees in government sector. *International Journal of Humanities and Social Science*, 3(4), 150-162.
- Maxwell, G., Scott, B., Macfarlane, D., & Williamson, E. (2009). Employers as stakeholders in postgraduate employability skills development. *International Journal of Management Education*, 8(2), 1-11.
- McLaughlin, M. (1995). *Employability skills profile: What are employers looking for?* ERIC Digest(selected)(073). (ERIC Reproduction Service No.ED399484)
- Misra, K. R., & Mishra, P. (2011). Employability skills: The conceptual framework & scale development. *The Indian Journal of Industrial Relations*, 46 (4), 650-660.
- Moreland, N. (2006). *Entrepreneurship and higher education: An employability perspective---*Learning & employability series 1. NY: Higher Education Academy.
- Paadi, K. (2014). perceptions on employability skills necessary to enhance human resource management graduates prospects of securing a relevant place in the labour market. *European Scientific Journal*, August, 129-143.
- Petrongolo, B. (2009). The long-term effects of job search requirements: Evidence from the UK JSA reform. *Journal of Public Economics*, 93(11-12), 1234-1253.
- Ramli, A., Nawawi, R., & Chun, M. P. P. (2010). Employees' perception of employability skills needed in today's workforce among physiotherapy graduates. *Procedia Social and Behavioral Sciences*, 7(1), 455-463.
- Rasul, M. S., Rauf, R. A. A., Mansor, A. N., Yasin, R. M., Mahamod, Z. (2013). Graduate employability for manufacturing industry. *Procedia-Social and Behavioral Sciences*, 102(22), 242-250.

- Saterfiel, T. H., & McLarty, J. R. (1995). *Assessing employability skills*. Retrieved from <http://ericae.net/edo/ED391109.htm>.
- Secretary's Commission on Achieving Necessary Skills [SCANS](1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: U.S. Department of Labor.
- Sermasuk, S., Triwichitkhun, D., & Wongwanich, S. (2014). *Employment conditions and essential employability skills required by employers for secondary school graduate*. 5th World Conference on Educational Sciences, 1848-1854.
- The Statistics Department of Ministry of Education (2015a). Retrieved from https://stats.moe.gov.tw/files/main_statistics/j.xls
- The Statistics Department of Ministry of Education (2015b). Retrieved from https://stats.moe.gov.tw/files/main_statistics/e.xls
- Youth Development Administration, Executive Yuan (2006). *The Survey on the employability of College Graduates in Taiwan*.
- Yusof, M. H., Mustapha, R., Mohamad, S. S. A. M., & Bunian, M. S. (2012). Measurement model of employability skills using confirmatory factor analysis. *Procedia Social and Behavioral Sciences*, 56, 348-356.