

An Empirical Study on the Employability of Chinese College Students and Its Influencing Factors

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Abstract: This study uses the self-developed questionnaire on the influencing factors of college students' employability as a research tool to investigate undergraduate graduates from 8 universities in Guangdong. From the perspective of university organizations, the influencing factors of college students' employability are proposed, and empirical analysis is conducted using the data obtained from the survey questionnaire as the research sample. The empirical analysis results indicate that the influencing factors are composed of goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance, and they have a positive impact on employability.

Keywords: Employability, Influencing Factors, Empirical Analysis

1. Introduction

Currently, China's higher education has developed from "elite" education in the 1990s to "mass" education, with an increasing popularity rate. Although the development of higher education in China has generally improved the quality of citizens, it has also led to an increase in the difficulty and pressure of employment for college students. Therefore, strengthening the cultivation of Chinese college students' employability and enhancing their competitiveness in employment is an important historical mission entrusted to Chinese university education by the times. To enhance the employability of Chinese college students, the key is for universities to identify the influencing factors of their employability, and take targeted and effective measures to cultivate students based on these factors. Only in this way can good results be achieved.

2. Problem Statement

At present, China is facing a serious problem, which is the difficulty of employment. On the one hand, the slowdown in global economic development has led to a decrease in product demand and consumption, resulting in a decrease in labor demand, which greatly increases the difficulty of employment. On the other hand, China's higher education has entered the stage of popularization, and college graduates are increasing year by year. According to data released by the Ministry of Education, the number of college graduates is increasing year by year. In 2023, the number of college graduates in China has reached 11.58 million, and the surge in the number of college graduates undoubtedly increases the difficulty of employment. As the main force of China's socio-economic construction, college students' employment issues have received widespread attention from society.

Research from different fields has shown that the reasons for the current situation of difficult employment for college students are, on the one hand, due to the objective factors mentioned above; On the other hand, it is due to the relatively low current situation of college students' employability, which means that the improvement of college students' employability can help alleviate the problem of employment difficulties for college students. Therefore, exploring the important factors that affect the employability of college students and how to effectively improve their employability has become the key to alleviating the employment difficulties of college students.

3. Literature Review

Scholars have conducted research on the connotation of college students' employability and proposed their own opinions. Wang and Sha (2018) believe that the connotation of employability is mainly reflected in the following aspects: firstly, employability is a comprehensive ability. Secondly, employability is a sustainable development capability. Thirdly, employability refers to the ability acquired during school years. Shi and Wang (2018) believe that the employability is based on personal abilities and is the ability that students possess to obtain jobs. This study suggests that college students' employability refers to the collection of skills, qualities, and attitudes that college students need to find and maintain different jobs, and be able to achieve success in their work.

Scholars have also conducted research on the structure of college students' employability and proposed corresponding insights. Song (2017) divided the employability into four dimensions: knowledge acquisition, cognitive skills, organizational competence skills, and professional attitude. Zhang and Zhi (2021) divided the

employability into six dimensions: innovation ability, professional knowledge ability, interpersonal communication ability, self-management ability, team cooperation ability, and problem-solving ability. Based on research on existing literature and interviews with experts, this study proposes that employability consists of four factors: professional ability, general skill, personal quality, and career planning ability.

Scholars have also conducted extensive research on the influencing factors of college students' employment, and have achieved certain results. Yi (2017) believes that the impact of college students' employability includes four aspects: personal factors, school factors, corporate factors, and government factors. Based on research on existing literature and interviews with experts, this study proposes five factors that affect the cultivation of college students' employability, including goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance.

4. Methodology

4.1 Research Hypotheses

This study proposes the following research hypotheses:

The process of talent cultivation in universities is an organic chain with multiple elements and systems, which is crucial for the development of college students' employability, including some key influencing factors.

H1: The formulation of employability development strategies and goals by universities has a significant impact on promoting the employability.

H2: The establishment of majors in universities has a significant impact on promoting the employability.

H3: The teaching ability of university teachers has a significant impact on promoting the employability.

H4: The practical teaching of cooperation between universities and enterprises has a significant impact on promoting the employability.

H5: Career planning and employment guidance in universities has a significant impact on promoting the employability.

4.2 Research Tools

This study adopts the self-designed "Survey Questionnaire on the Employability", which includes two sub questionnaires: the questionnaire on the dimensions of the employability and the questionnaire on the influencing factors of employability, with a total of 35 questions. The questionnaire on the components of employability includes 4 factors and a total of 15 questions. The questionnaire on factors affecting employability includes 5 factors and a total of 20 questions.

4.2.1 Development of a Questionnaire on the Dimensions of the Employability

The questionnaire first screened basic elements based on text research and interviews, and developed a semi-structured initial questionnaire consisting of 28 questions. Then, based on the analysis of 184 valid samples from 6 universities (survey subjects: university employment guidance teachers, student work teachers, and professional teachers), frequency statistical method was used to select the proportion of "important" and "extremely important" according to each question, and expert evaluation opinions were also used, Classify the selected items and examine the average percentage of importance for each type of item. Based on this, sort the dimensions to extract the main components of employability. Further revise the specific indicators of the components of employability. Finally, obtain four factors: professional ability, general skill, personal quality, and career planning ability, including 15 items, to form the questionnaire of employability components. The results of Cronbach's alpha coefficient test show that the total coefficient is 0.955, and the Cronbach's alpha coefficients of all four specific factors are above 0.7, indicating that the questionnaire has good reliability.

4.2.2 Development of a Questionnaire on Influencing Factors of Employability

The questionnaire first screened basic elements based on text research and interviews, and developed a semi-structured initial questionnaire consisting of 39 questions. Secondly, based on the analysis of 184 valid samples from 6 universities (survey subjects: university employment guidance teachers, student work teachers, and professional teachers), frequency statistical method was used to select the proportion of "important" and "extremely important" according to each question, and then according to expert evaluation opinions, Classify the selected items and examine the average percentage of importance for each type of item. Based on this, sort the dimensions and extract the main factors that affect employability. Further revise the specific indicators of factors that affect employability. Finally, five factors, including goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance, are identified, including 20 items, to form a questionnaire on influencing factors of college students' employability. The results of Cronbach's alpha coefficient test show that the total coefficient is 0.925, and the Cronbach's alpha coefficients of all five specific factors are above 0.7, indicating that the questionnaire has good reliability.

4.3 Sample and Data Collection

This study designed a preliminary survey questionnaire, which was first distributed among 150 undergraduate graduates from two universities in Guangdong. 145 questionnaires were collected, of which 142 were valid. Conduct a formal questionnaire survey after collecting and organizing the data. In the process of questionnaire distribution, this study mainly selected undergraduate graduates from 8 universities in Guangdong as the survey subjects. A total of 545 questionnaires were distributed online, and 535 were collected. The confirmed valid questionnaires were 530.

5. Results

5.1 Analysis of the Correlation Between Factors Influencing Employability and Constituent Elements of Employability

Starting from the conditions for conducting multiple linear regression analysis, this study first analyzes the simple correlation coefficient between factors influencing employability and constituent elements of employability. (The results are shown in Table 1).

Table 1 Correlation Analysis Between Factors Influencing Employability and Constituent Elements of Employability

Factor	Goal Strategy	Major Setting	School Enterprise Cooperation	Teaching Ability	Career Planning Guidance
Professional Ability	0.653**	0.627**	0.674**	0.667**	0.541**
General Skill	0.597**	0.608**	0.760**	0.625**	0.636**
Personal Quality	0.555**	0.454**	0.605**	0.533**	0.651**
Career Planning Ability	0.458**	0.407**	0.604**	0.493**	0.550**

5.2 Multiple Regression Analysis of Influencing Factors of Employability

On the basis of correlation analysis, this study used principal component multiple linear regression analysis to identify key factors.

5.2.1 Regression Analysis of Professional Ability

From the results in Table 2, it can be seen that the coefficient significance (P value) of goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance are all within 0.05, and these variables have a significant impact on professional ability. It indicates that professional ability is positively influenced by goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance, as the regression coefficients are all positive, and school enterprise cooperation has the greatest impact on professional competence.

Table 2 Regression Analysis Results of Professional Ability

	Unstandardized Coefficients		t	Sig.
	B	Standard Error		
(Constant)	0.224	0.092	2.429	0.016
Goal Strategy	0.251	0.041	6.089	0.000
Major Setting	0.156	0.022	7.263	0.000
School Enterprise Cooperation	0.318	0.026	12.161	0.000
Teaching Ability	0.178	0.032	5.509	0.000
Career Planning Guidance	0.073	0.023	3.111	0.002

5.2.2 Regression Analysis of General Skill

From the data in Table 3, it can be seen that the coefficient significance (P value) of goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance are all within 0.05, and these variables have a significant impact on general skill. It indicates that general skill is positively influenced by goal strategy, major setting, school enterprise cooperation, teaching ability, and career planning guidance, as their regression coefficients are all positive, and school enterprise cooperation has the greatest impact on general skill.

Table 3 Regression Analysis Results of General Skill

	Unstandardized Coefficients		t	Sig.
	B	Standard Error		
(Constant)	0.745	0.062	12.097	0.000
Goal Strategy	0.104	0.027	3.789	0.000
Major Setting	0.098	0.014	6.863	0.000
School Enterprise Cooperation	0.323	0.017	18.507	0.000
Teaching Ability	0.068	0.022	3.168	0.002
Career Planning Guidance	0.144	0.016	9.251	0.000

5.2.3. Regression Analysis of Personal Quality

The results obtained from Table 4 show that the coefficient significance (Pvalue) of goal strategy, school enterprise cooperation, and career planning guidance are all within 0.05, and these variables have a significant impact on personal quality. It indicates that personal quality is positively influenced by goal strategy, school enterprise cooperation, and career planning guidance, as their regression coefficients are all positive, and career planning guidance has the greatest impact on personal quality.

Table 4 Regression Analysis Results of Personal Quality

	Unstandardized Coefficients		t	Sig.
	B	Standard Error		
(Constant)	0.635	0.067	9.434	0.000
Goal Strategy	0.143	0.030	4.773	0.000
Major Setting	0.009	0.016	0.575	0.566
School Enterprise Cooperation	0.184	0.019	9.611	0.000
Teaching Ability	0.025	0.024	1.046	0.296
Career Planning Guidance	0.188	0.017	11.017	0.000

5.2.4 Regression Analysis of Career Planning Ability

The analysis results obtained from Table 5 show that the coefficient significance (P value) of goal strategy, school enterprise cooperation, teaching ability, and career planning guidance are all within 0.05, and these variables have a significant impact on career planning ability. It indicates that career planning ability is positively influenced by goal strategy, school enterprise cooperation, teaching ability, and career planning guidance, as their regression coefficients are all positive, and school enterprise cooperation has the greatest impact on career planning ability.

Table 5 Regression Analysis Results of Career Planning Ability

	Unstandardized Coefficients		t	Sig.
	B	Standard Error		
(Constant)	0.908	0.118	7.669	0.000
Goal Strategy	0.099	0.053	1.869	0.062
Major Setting	0.018	0.028	0.657	0.511
School Enterprise Cooperation	0.341	0.034	10.143	0.000
Teaching Ability	0.083	0.041	2.013	0.045
Career Planning Guidance	0.217	0.03	7.238	0.000

6. Discussion

The results of regression analysis in this study indicate that goal strategy, school enterprise cooperation, and career planning guidance have significant promoting effects on the four dimensions of employability. Major setting has a significant promoting effect on professional ability and general skill, while teaching ability has a significant impact on professional ability, general skill and career planning ability. Universities should carefully analyze the impact procedures of these influencing factors, formulate relevant measures, comprehensively improve the abilities of college students, and solve the problem of difficult employment for college students.

7. Conclusion

The above discussion confirms the validity of all theoretical hypotheses in this study, namely that the five influencing factors have an important positive effect on the improvement of college students' employability. Considering the availability and representativeness of the data, this survey questionnaire uses data from undergraduate graduates from 8 universities in Guangdong as the research sample to empirically analyze the influencing factors of college students' employability proposed by this research institute. The analysis results show that the indicator system proposed in this study is scientific and effective.

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