

Research on the Influencing Factors of Employment Intention of Students in Higher Vocational Colleges

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Abstract: As a part of our educational system, higher vocational education is an important means to improve our educational system, promote entrepreneurship and employment, and cultivate diversified technical talents. This research takes the empirical research of the students of two majors in Y university as an example, and adopts the method of investigation and research, which combines quantitative and qualitative method. Among the internal factors, interpersonal communication ability, innovation ability, professional, internship experience and professional rank have significant influence on employment intention; Gender, grade, hometown, certificate have no significant influence on employment intention. In external factors, teachers have significant influence on employment intention. Family economic status, school curriculum, families, friends, network self-media, epidemic situation had no significant effect on employment intention. Through this research, we hope to improve the number and quality of students' employment in higher vocational education schools, optimize the school curriculum and internship training, and make contributions to the realization of the reform of higher vocational education.

1. Introduction

As an important part of national education system and higher education in our country, higher vocational education is an important way to inherit technical skills and promote employment and entrepreneurship. In recent years, the CPC Central Committee and the State Council attach great importance to the development of higher vocational education, and have issued a series of policies and measures to promote the development of higher vocational education. In the past ten years, higher vocational education in our country has shown a rapid development trend. The huge number of graduates from higher vocational colleges year by year has made the employment situation more severe. The significance of this study is as follows: First of all, it can make higher vocational colleges to understand the needs of students and the lack of curriculum in order to promote their professional settings. Secondly, students can find their own employment intention, they can do a good job career planning in advance. Finally, through the proposed measures it can improve the quality of graduates. Then in can better achieve the goal of deepening the reform of higher vocational education.

2. Research Setup

2.1 Theoretical Models

Social Cognitive Career Theory (SCCT) is a theoretical model of social cognitive career. Lent, Steven d. Brown and Gail Hackett et al. proposed a comprehensive career theory in 1994. The theory integrates many career elements involved in early career theory, and further answers career problems such as how people form interests, how people make career choices, how people obtain different degrees of career success and stability.

This model is used to construct the theoretical basis of the mechanism of employment intention and influencing factors of vocational college students. First of all, individual characteristics are

different, at the same time affected by family environment, education, students will form their own learning experience or values, forming the initial state of employment intention. Students find the ideal career choice matching their abilities by constantly revising their expectations, combining their interests, setting goals and giving actions during the internship or practice. The external environment such as family, school and society also have a series of effects on the process.

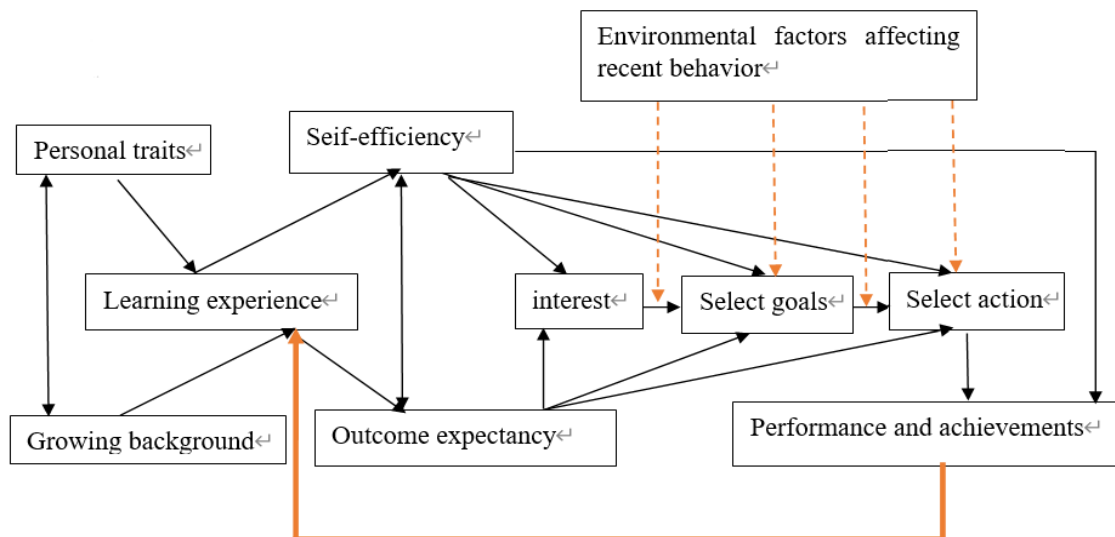


Fig.1 Social Cognitive Career Theory Model

2.2 The Variable Setting in This Study

Based on the Operability requirement, “Whether to choose employment” is regarded as the main dependent variable. The dependent variable is a categorical variable with the values “Yes” and “No”.

The independent variable has two parts, including internal influence factors and external factors.

The internal influence factors include:

- (1) Personal characteristics: Sex, Professional, Grade, Hometown
- (2) Employability: Professional ranking, Certificate of skills, Internship Experience
- (3) Interpersonal Communication Ability: Assess your ability on a scale of one to five
- (4) Innovation ability: Assess your ability on a scale of one to five

The external influence factors include:

- (1) Family financial status: Monthly household income, Monthly household consumption level
- (2) school curriculum: Courses or lectures(Relating to employment)attended, certificates obtained(Relating to employment)
- (3) Impact of the epidemic: Whether or not the epidemic affect their employment intentions
- (4) Influence of others: Family, Friends, Network self-media and so on

3. Analysis of Factors Influencing Employment Intention

3.1 The Impact of Internal Factors on Employment Intention

3.1.1 Professional Has a Significant Impact on Employment

Table 1 Logistic Regression Of the Professional and Employment Intention

Independent variable	Regression coefficient(B)	Standard error(S.E.)	Significance(Sig)	exponential Exp(B)
professional	0.746	0.358	0.037	2.109
Sex	0.560	0.355	0.115	1.750
Grade	0.147	0.206	0.476	1.158
Hometown	-0.133	0.202	0.513	0.876

The significance of professional is 0.037, higher than 0.05, which indicates that major has significant influence on whether vocational college students choose employment. The significant levels of gender, grade and hometown are 0.115, 0.476 and 0.513 respectively, which are all greater

than 0.05, indicating that these three personal characteristics have no significant influence on students' choice of employment after graduation.

3.1.2 Professional Ranking and Internship Experience Have a Significant Impact on Employment Choice

Table 2 Logistic Regression Of Professional Rank, Internship Experience and Employment Intention

Independent variable	B	Standard error (S.E.)	Standard coefficient	t	Significance (Sig.)	Tolerance	VIF
(Constant)	.397	.104		3.830	.000		
Professional ranking	.068	.022	.268	3.158	.002	.886	1.129
Internship Experience	.277	.090	.270	3.073	.003	.824	1.214

The significance level of professional ranking and related internship is 0.002 and 0.003 respectively, which are lower than 0.05, indicating that these two aspects have a significant impact on the employment intention of students.

3.1.3 Interpersonal Communication Ability and Innovation Ability Have a Significant Impact on Employment

Table 3 Logistic Regression Of Personal Interpersonal Communication Ability, Innovation Ability and Employment Intention

Independent variable	regression coefficient (B)	standard error (S.E.)	standard coefficient	t	Sig.	Tolerance	VIF
Communication Ability	-.137	.066	-.210	-2.082	.039	.740	1.352
Innovation ability	.156	.074	.214	2.117	.036	.740	1.352

The significant levels of interpersonal communication ability and innovation ability were 0.039 and 0.036, which were less than 0.05, it shows that interpersonal communication ability and innovation ability has a significant effect on whether students choose employment after graduation.

3.2 The Impact of External Factors on Employment Intention

3.2.1 Teachers Have a Significant Impact on Students' Employment Intention

Table 4 Logistic Regression Of others' Impact, the Epidemic and Employment Intention

Independent variable	B	S.E.	Wals	df	Sig.	Exp (B)	VIF
Family	-.110	.478	.053	1	.818	.896	
Friends	.521	.389	1.788	1	.181	1.683	1.065
Teachers	.806	.403	3.993	1	.046	2.239	1.095
Network self-media	-.399	.389	1.052	1	.305	.671	1.162
The epidemic	.617	.370	2.778	1	.096	1.853	1.120

The significance level of family, friends, network self-media and epidemic is >0.05 , which indicates that these four aspects have no significant influence on the employment intention of Y school students, while the significance level of teachers is $0.046 < 0.05$, which indicates that teachers have significant influence on the employment intention.

3.2.2 Family Economic Status Has No Significant Effect on Employment Intention

Table 5 Logistic Regression Of Family Economic Status and Employment Intention

Independent variable	B	S.E.	Wals	df	Sig.	Exp (B)
Monthly household income	.141	.199	.503	1	.478	1.152
Monthly household consumption level	-.187	.224	.698	1	.404	.829

The monthly income level of families and the monthly consumption level of families are

significantly higher than 0.05, indicating that these two aspects have no significant impact on the employment intention of students in Y school.

3.2.3 Whether or Not to Obtain Certificate and Attend Lectures and Course Have No Significant Impact on Employment Intention

Table 6 Logistic Regression Of the Certificate Obtained, Courses or Lectures Attended and Employment Intention

Independent variable	B	S.E.	standard coefficient	t	Sig	Tolerance	VIF
(Constant)	.397	.104		3.830	.000		
Relevant certificates	-.010	.089	-.009	-.109	.914	.904	1.107
Courses or lectures attended	.030	.034	.072	.889	.375	.975	1.026

The significant level of the relevant certificates obtained and the courses or lectures related to employment attended during the school period are 0.914 and 0.375 respectively, which are all greater than 0.05, indicating that these two aspects have no significant influence on the students' choice of employment after graduation.

4. Conclusion

We found that many conclusions are still in line with the common sense: interpersonal skills and innovation ability have a significant impact on employment, and people with social personality tend to be more willing to work. In terms of external influencing factors, teachers have a significant impact on students' employment intentions. In people's academic career, the most important authority is often teachers. We also found that the family economic status has very little influence on whether or not to find employment, which actually reflects Shandong province's culture, parents would rather encourage their children keep studying than find a job. What is more surprising is that the courses and lectures relating employment conducted by schools have no significant impact on employment intentions. It may be that the curriculum cannot meet the needs of students, resulting in students have no interest in employment-related courses and lectures.

For students themselves, they should make career planning in advance, prepare for employment or study further. For colleges, they should reasonably guide students' employment values, provide certain employment courses or lectures for students, and cancel meaningless compulsory internships. If conditions permit, school-enterprise cooperation can be carried out. Schools cultivate students' comprehensive quality and enterprises provide jobs. As for parents, they should know the students' willingness to work and not only encourage them to continue their studies, but also find out the students' interests and abilities and encourage them to do the jobs they like.

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