Frontiers in Business, Economics and Management
ISSN: 2766-824X | Vol. 13, No. 1, 2024

The Influence of College Employment Guidance on the Employment Ability of College Students in Conghua District, Guangzhou

Jinzi Yan[1, *], Nutteera Phakdeeephirot[1, a]

[1]Rattanakosin International College of Creative Entrepreneurship, Rajamangal University of Technology Rattanakosin, Nakhon Pathom 73170, Thailand

[*]Corresponding author Email: 1652110471107@rmutr.ac.th, [a]nutteera.pha@rmutr.ac.th

Abstract: The main purpose of this study is to understand the current situation and problems of college students' employability, analyze their influencing factors, and propose corresponding strategies to enhance their employability from the perspective of college students, in order to achieve the ultimate goal of helping college students improve their employability. This study adopts quantitative research methods such as literature review, questionnaire survey, and statistical analysis to study the content of the article. The research subjects are students and graduates from nine major universities in Conghua District, Guangzhou. This article mainly collects data through SoJump's online distribution of survey questionnaires. Through statistical analysis of the survey data, we understand the current situation of college students' employability, compare it with their training goals, and identify gaps and problems. Based on the research results of the employment ability model in the industry, combined with the training goals of professional talents, and referring to the employment standards and competency model of a large group enterprise for fresh graduates, a college student employment ability evaluation scale was constructed. The sample data was analyzed and processed using SPSS and structural equation modeling. As a supplementary study, this study has made significant contributions to the study of the impact of college students' employability, and has pioneered the use of structural equation models to verify the above hypotheses, filling the gap in many such studies that have not been validated using structural equation models.

Keywords: Employability, Quantitative Research, Structural Equation Modeling.

1. Introduction

The employment issue of college graduates is a major issue in the development of social economy and higher education. In the 21st century, under the influence of the subprime mortgage crisis in 2008 and the debt crisis in 2011, the world economy has experienced ups and downs in development. The domestic and international economic conditions and external economic environment have continued to deteriorate, but the number of college graduates has increased year by year, leading to increased employment pressure and difficulty (He Junxi, 2019). According to relevant statistics from the China Bureau of Statistics, the number of college graduates in China exceeded 7 million in 2014, reached 7.49 million the following year, and increased by 160000 in 2016 (China Bureau of Statistics, 2023). In 2017, the number of college graduates approached 8 million, and in 2018, it even reached 8.2 million. Coupled with previous unemployed graduates, there is significant employment pressure on college graduates waiting to be employed.

During the 13th Five Year Plan period, China clearly pointed out the need to coordinate and do a good job in the employment of college graduates, create more job opportunities for high-quality employment of college graduates, and achieve steady expansion of employment scale and further improvement of employment quality by 2020 (Shi Shutao, Li Ning, 2021). During the 14th Five Year Plan period, it was also proposed to achieve high-quality and full employment for college graduates (Wu Qiwen, 2021).

Under the influence of the novel coronavirus before 2023, the downturn of the national economy and layoffs of enterprises make it more difficult for college graduates to find jobs. On March 2, 2023, Wang Xiaoping, Minister of Social Affairs of China, stated that the number of college graduates in China will reach 11.58 million by 2023, and the structural contradiction between recruitment and employment difficulties remains prominent. With the popularity of online collaborative work in recent years, more and more people are conducting job interviews through online apps and other means. The iterative upgrading of technology has broken the limitations of space and time, and enterprise resources are concentrated in first tier cities and well-known universities, making it more difficult for graduates to find employment.

The concept of employability was first proposed by British scholar Beveridge. Subsequently, numerous Chinese scholars and research institutions conducted in-depth research around the concept of "employability". Although the perspectives of research varied, they all defined the employability of workers with labor capacity. The literature mainly focused on the issue of re employment for unemployed individuals, with little research on the employability of college students for their first employment. Their perspectives also focused more on the post employment training of workers (Oxford, 1996).

2. Literature Reviews

2.1. Capacity Structure Theory

The ability structure theory is a psychological theory proposed by American psychologist David McClelland, mainly used to explain individual motivation and behavior. This theory suggests that an individual's behavior is influenced by their personal needs and motivations, which in turn are influenced by their socialization and experience. The ability structure theory emphasizes the influence of individual

needs on their behavior and motivation, mainly including three basic needs: achievement needs, power needs, and subordination needs (Winter, 1998).

In the field of psychology, research on abilities focuses on the structure of human abilities. In order to better explain the state of human abilities, the main content of its research is the division of individual ability dimensions, that is, the induction of individual abilities using a theory or model of ability structure. The study of ability structure originated from the study of intelligence. Initially, psychologists believed that the results of intelligence tests could represent a person's ability strength. But with the continuous deepening of intelligence research, empirical studies have shown that traditional intelligence cannot fully describe all the abilities of a person. Therefore, the theory of intelligence research has been further developed, the connotation of intelligence has been further enriched, and its structure has become more diverse. The research on abilities in the field of psychology is represented by Robert Sternberg's theory of successful intelligence (Sternberg, 2019).

Many scholars also apply the theory of ability structure to study the cultivation of abilities among college students. Qiu Menghua (2021) introduced the ability structure into the research of cultivating practical abilities for academic graduate students in applied universities. Li Guangli (2021) found in the evaluation index system of emergency capacity for college students that multi indicator emergency evaluation can more scientifically evaluate the emergency capacity of college students and has stronger applicability in specific investigation practices. Wu Ziming (2020) explored the influencing factors of innovation ability among agricultural college students. The results indicate that the higher the scores of college students on multiple levels of innovative personality and innovative thinking, the higher the evaluation of their comprehensive innovation ability level.

2.2. Competency and Quality Model

In the 1970s, Dr McClaren referred to the behaviors and abilities that affect labor performance as competency quality in Testing for Competence Rather than for Intelligence, marking the beginning of competency research. Dr. McClaren defined competence as a potential trait of a worker, which refers to a person's way of thinking and behavior during stable, specific, or continuous periods, through in-depth research (McClelland, 1973).

In recent years, Chinese scholars have also widely applied competency models to research on talent cultivation. For example, Ren Jingjing (2020) constructed a quality model from the perspective of enterprise needs, including logical analysis, task decomposition, and precise execution ability, to explore the competency and quality needs of college student cadres. Xie Min (2020) also applied the competency model in her research on the cultivation of innovation and entrepreneurship abilities among college students in aviation model innovation activities, and provided suggestions for innovation and entrepreneurship education for college students. Based on this, this article identifies the constituent elements of college students' employability based on the study of the competency competency model, and incorporates them into the evaluation of the subject's employability. It seeks to explore the skill orientation and self-worth identification of college students in the field of employability, in order to explore the improvement of the employability training model.

Competency structure refers to the interrelationships between competency elements. Abilities can be divided into general abilities and special abilities. The former refers to the general abilities required by workers to complete their work, mainly including physical strength, memory, intelligence, and physical strength. The latter refers to the special abilities required for special activities, such as the athletic ability of athletes and the physical coordination ability of dancers (Zhao Houyu & Fang Yiqun, 2022). The ability structure is of great significance for deeply understanding the essence of ability, designing and measuring abilities reasonably, and scientifically formulating principles for cultivating abilities.

2.3. Proposing hypotheses

Based on the research of Gui Haixia (2021) and Wang Lei and Lv Jia (2021), it is believed that the employability of college students is influenced by personal factors, knowledge factors, development factors, and learning factors. Therefore, this study proposes the following hypotheses:

H1: Professional knowledge and skills positively affect employability

H2: General-purpose competency positively affect employability

Feng Hong and Zhang Bo (2011) and York (2004) argue in their research that the improvement of employability includes the improvement of personal qualities, technical level, and work ability. In the 22 factors that affect the employability of college students proposed by Zuo Xiaoyan and Gao Wenhui (2018), personal qualities are divided into professional qualities and personal qualities, which are conceptually similar to the definitions of the first two scholars. Therefore, this study proposes the following hypotheses:

H3: Professional quality positively affect employability

H4: Self-management can positively affect employability

Lee Harvey (2001) believes that human resources acquire the ability to find jobs through learning, and in the 22 influencing factors of Zuo Xiaoyan and Gao Wenhui (2018), career development is identified as an important learning course in universities. Therefore, this study proposes the following hypotheses:

H5: Career development and learning will positively affect employment ability

Oliver (2015) and Jean Piaget (2008) believe that practice is very important, and the training outcomes in college are also part of gaining practical experience. Therefore, this study proposes the following hypotheses:

H6: Practical experience can positively affect employability

3. Chapter 3 Research Method

This study adopts quantitative research methods, including literature review, questionnaire survey, statistical analysis, etc., to study the content of the article.

3.1. Population & samples

The research object of this article is college students from nine universities in Conghua District, Guangzhou. They are Guangdong Technical College of Water Resources and Electric Engineering, Guangzhou Institute of Technology, Guangzhou Nanyang Institute of Technology, Guangzhou City Construction College, Guangzhou Huaxia Technical College, Software Engineering Institute of Guangzhou, Nanfang College Guangzhou, Zhujiang College of South China Agriculture University, Guangzhou Health Science

College.

According to the statistical table of nine universities in Conghua District, Guangzhou Province, the total number of Enrolled Students and Graduates in these nine universities is 173550, so N=173550. Formula based on Yamane's sample size (1970 quoted in Thanin Silpcharu, 2005): n=N/(1+Ne2). In the formula, n is the sample size; e is the desired accuracy level, approximately equal to 0.05; N is the total. Based on the formula, 399 samples were most suitable for this study.

This study focuses on college students in Conghua District, Guangzhou, so random sampling is undoubtedly the most suitable sampling method for this sample population. Random sampling can ensure that each sample has an equal chance of being selected for the study, thereby improving the representativeness and reliability of the sample. In random sampling, each individual or unit has a chance to be selected, and the samples are independent of each other. This method enables researchers to obtain representative sample data from the overall population without bias (Stokes, 2022).

3.2. Questionnaire design

By extensively studying literature and referring to the questionnaire scales of Zuo Xiaoyan and Gao Wenhui, the questionnaire design for this study was carried out. This questionnaire is mainly divided into three parts. The first part is a survey on basic information of college students, including gender, lack of employment, grade, and workplace.

The second part is a question designed for theoretical latent variables, consisting of 22 questions and 6 dimensions. Using the Likert Five Forces Scale for measurement, the employability of college students is evaluated based on actual situations (Bertram, 2007). For each question, a total of 5 options are set, and the larger the number, the higher the ability of that item, that is: 1. Poor: does not demonstrate this behavioral ability and occasionally contradicts the described behavior; 2 Poor: Understand the behavioral ability and occasionally demonstrate it; 3. General: Under normal circumstances, able to frequently demonstrate this behavioral ability; 4 Good: Able to demonstrate this behavioral ability even in complex situations; 5 Excellent: This ability has always exceeded expectations and can be regarded as a model.

The third part is a survey on the influencing factors of college students' employability, which includes 4 questions and 1 dimension.

3.3. Data collection

This paper mainly collects data through online questionnaire, through statistical analysis of the survey data, to understand the current situation of College Students' employment ability, and to find gaps and problems by comparing with their training objectives. On the basis of referring to the results of in-line employment capacity model research, combined with professional training objectives, and referring to the employing standards and competency model of corresponding graduates of a large group enterprise, this paper constructs an evaluation scale of College Students' employment capacity, and analyzes and processes the sample data through SPSS23.

4. Data Analysis and Result

In this paper, students and graduates from nine colleges and universities in Conghua District, Guangzhou, including Guangdong Technical College of Water Resources and Electric Engineering, Guangzhou Institute of Technology, Guangzhou Nanyang Institute of Technology, Guangzhou City Construction College, Guangzhou Huaxia Technical College, Software Engineering Institute of Guangzhou, Nanfang College Guangzhou, Zhujiang College of South China Agriculture University, Guangzhou Health Science College, were selected as the main respondents.The questionnaire distribution method is to use SoJump to distribute online, spread through friend reposts, student sharing, and other means. The questionnaire was distributed from October 12, 2023 to November 25, 2023, during which a total of 421 questionnaires were collected. Through random sampling, 399 valid questionnaires were selected from 421 questionnaires, accounting for 94.8% of the collected questionnaires.

Table 1. Sample Basic Characteristics

		Frequency	Percent (%)	Cumulative percentage (%)
Gender	Male	138	34.6	34.6
	Female	261	65.4	100
Category	College students	299	74.9	74.9
	Employed college students	100	25.1	100
If still in college, your grade	Freshman	7	2.3	2.3
	Sophomore year	154	51.5	53.8
	Junior year	26	8.7	62.5
	Senior year	112	37.5	100
If employed, the type of workplace you work for	Government agency	9	9	9
	Public institution	23	23	32
	Enterprise	37	37	69
	other	31	31	100
If employed, your years of employment	Within 1 year	25	25	25
	1-2 years	38	38	63
	2-3 years	19	19	82
	More than 3 years	18	18	100

4.1. Descriptive analysis

According to Table 1, in terms of gender ratio, male participants account for 34.6%, with 138 participants, and female participants account for 65.4%, with 261 participants, which is higher than male participants; From the distribution of categories, 299 college students took the test, accounting for 74.9% of the total number; The number of employed college students taking the test is 100, accounting for 25.1% of the total number. Among them, 2.3% of the participants among college students were freshmen, with 7 people; There are 154 sophomore subjects, accounting for 51.5% of the proportion of college students in college; And there are 26 third year participants, accounting for 8.7% of the proportion of college students; Finally, there are 112 college students in their senior year, accounting for 37.5%.

Among the employed college students, there are 9 who work in government agencies; There are 23 and 37 people working in public institutions and enterprises, respectively; And there are 31 people working for others. Among them, there are 25 people who have worked for less than 1 year; 38 people in 1-2 years; 19 people in 2-3 years; 18 people over 3 years old.

In summary, the majority of female participants in this survey are sophomore and senior college students, while employed college students are evenly distributed across various industries and working ages.

4.2. Reliability Analysis

Cronbach's α Coefficient is a commonly used internal consistency measure used to evaluate the reliability of measurement tools or scales. The reliability analysis results of the research sample data are as follows (As Table 2).

Table 2. Reliability Analysis

Variables	Items	Cronbach's α	Total Cronbach's α
Professional knowledge and skills	3	0.884	0.921
General-purpose competency	7	0.928	
Professional quality	3	0.832	
Self-management	3	0.872	
Career development and learning	3	0.888	
Practical experience	3	0.867	
Employability	4	0.919	

From Table 2, it can be seen that, Professional knowledge and skills, General-purpose competency, Professional quality, Self-management, Career development and learning, Practical experience, Employability, the internal consistency is good, Cronbach's α The coefficient range is 0.832~0.928, and the total Cronbach's α The coefficient is 0.921. These results indicate that the measurement questionnaire of this study showed high reliability in evaluating their respective variables. This also enhances the credibility of the research results.

4.3. Validity Analysis

The validity of the survey questionnaire can be tested through validity analysis. This article uses Bartlett and KMO (Kaiser meyer olkin) values for analysis and testing. The Bartlett test value indicates that the next KMO test can be conducted after reaching the significance level of 0.00. A KMO value below 0.6 indicates that the questionnaire is not suitable for factor analysis. A value between 0.6 and 0.7 indicates that the questionnaire is suitable for factor analysis. A value between 0.8 and 0.9 indicates that the questionnaire is suitable for factor analysis, while a value above 0.9 indicates that the questionnaire is suitable for factor analysis.

Table 3. KMO and Bartlett's Test

The KMO test was based on adequate samples		0.910
Bartlett's sphericity test	Chi-square value	6914.771
	Df	325
	Sig.	0.00

The Bartlett and KMO tests were conducted on the survey questionnaire on college students' employability using SPSS software. The results showed that the Bartlett test value reached a significant level of 0.00, while the KMO test value was 0.910, which was higher than 0.9. This indicates that the measurement scale is very suitable for factor analysis, as shown in Table 3.

4.4. Structural Equation Modeling

On the basis of previous research hypotheses, this study established an initial structural equation model using AMOS software. This model consists of 7 latent variables and 26 observed variables. The specific structure of the initial model is shown in Figure 1:

According to Table 4, the fit of the structural model was evaluated. The specific results of fitting indicators are as follows: the model's $\chi 2/df$ ratio is 2.755, which is less than 3, indicating a good fit of the model. The RMSEA value of the model is 0.066, which is within the range of 0-1 and less than 0.1, indicating that the overall fit of the model is good. GFI, AGFI, NFI, IFI, CFI, TLI: The values of these indicators are 0.853, 0.824, 0.986, 0.924, 0.924, and 0.916, respectively. These values are close to or higher than 0.9, indicating a good overall model fit. If these values are between 0.7 and 0.9, it indicates that the overall model fit is acceptable (Bentler, 2000).

In summary, based on the provided data, the structural model fits well, and all indicators indicate that the fit of the model is acceptable. This indicates that the structural model of this study can effectively explain and predict the relationship between research variables, with high reliability and accuracy.

Table 4. Structural Model Fit

Fit Indices		χ2/df	RMSEA	GFI	AGFI	IFI	NFI	TLI	CFI
evaluation standard	acceptable	<3	<0.08	[0.7,0.9]	[0.7,0.9]	>0.9	>0.9	>0.9	>0.9
Fit Results		2.755	0.066	0.853	0.824	0.924	0.986	0.916	0.924

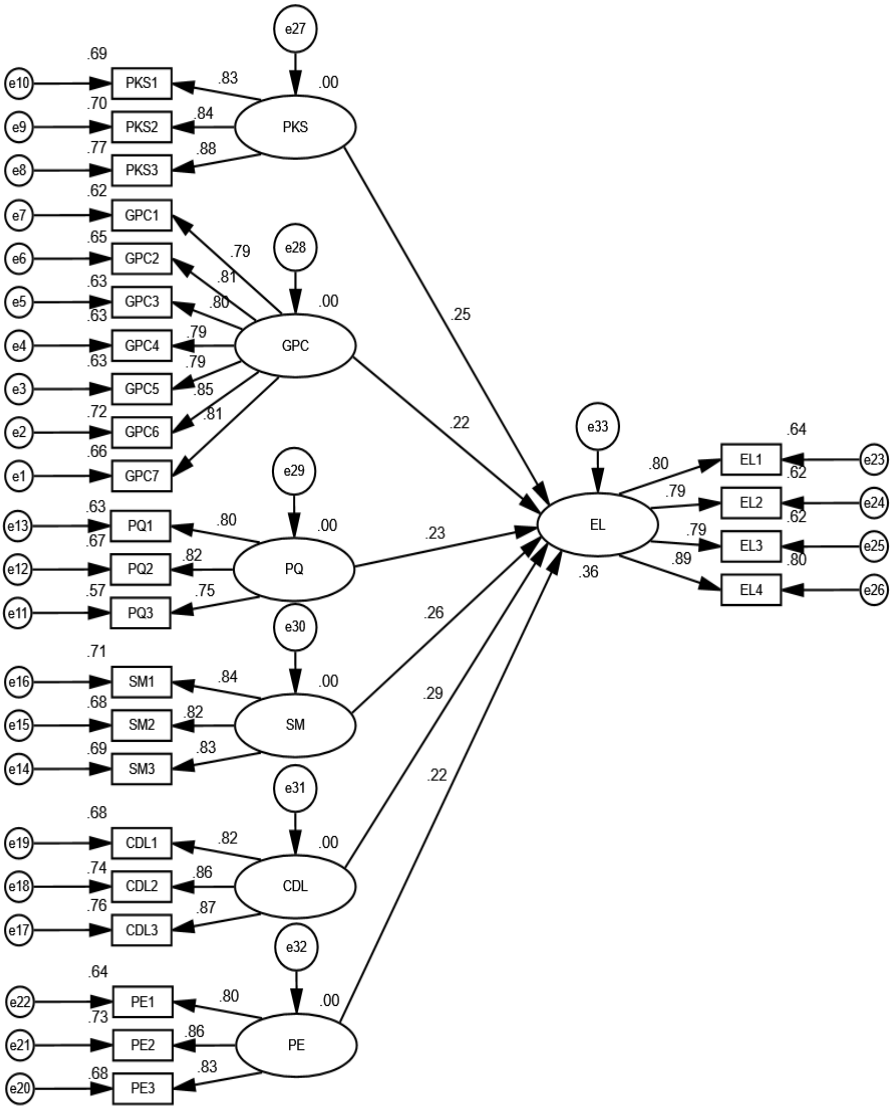

Figure 1. SEM Model

4.5. Model Path Analysis

Based on the SEM model data mentioned above, Table 5 presents the results of path analysis. The table lists the hypotheses proposed based on previous theories and their corresponding non standardized path coefficients, standardized path coefficients, standard error (S.E.), t-values (C.R.), and p-values. In all assumptions, the standardized path coefficients are positive, indicating a positive correlation between variables. Moreover, the p-values of all hypotheses are less than 0.001, indicating that these hypotheses are significant and statistically significant. Based on the above information, we can summarize as follows:

For H1, the normalization coefficient of the relationship between Professional knowledge and skills (PKS) and Employment (EL) is 0.248, a positive number with a p-value less than 0.001, indicating a significant positive correlation between Professional knowledge and skills and Employment, supporting hypothesis H1.

In H2, regarding the relationship between variables "General proposal competence" (GPC) and "Employment" (EL), the normalization coefficients are both positive (0.218), with p-values less than 0.001, indicating a significant positive correlation between General proposal competence and Employment, supporting the H2 hypothesis.

In H3, which explores the relationship between Professional quality (PQ) and Employment (EL), the normalization coefficient is 0.227 and the p-value is less than 0.001, indicating a significant positive correlation between Professional quality and Employment, thus supporting this hypothesis.

For H4, the normalization coefficient for the relationship between Self management (SM) and Employment (EL) is 0.262, with a p-value less than 0.001, indicating a significant positive correlation between Self management and Employment, supporting hypothesis H4.

In H5, the relationship between "Career development and learning" (CDL) and "Employment" (EL) was examined, with a standardized coefficient of 0.288 and a p-value less than 0.001, indicating a significant positive correlation

between Career development and learning and Employment, supporting hypothesis H5.

For H6, when exploring the relationship between "Practical experience" (PE) and "Employment" (EL), the normalization coefficient is positive with a p-value less than 0.001, indicating a significant positive correlation between Practical experience and Employment. Therefore, the hypothesis H6 is supported.

Table 5. Path Analysis Results

hypothesis	path relationship	Unstandardized Path Coefficients	Standardized Path Coefficients	S.E.	C.R.	P	conclusion
H1	PKS → EL	0.21	0.248	0.049	4.26	***	Accept
H2	GPC → EL	0.215	0.218	0.057	3.798	***	Accept
H3	PQ → EL	0.233	0.227	0.058	3.984	***	Accept
H4	SM → EL	0.228	0.262	0.051	4.475	***	Accept
H5	CDL → EL	0.242	0.288	0.048	5.092	***	Accept
H6	PE → EL	0.206	0.224	0.053	3.906	***	Accept
Note：*** P ＜ 0.001；** P ＜ 0.01；* P ＜ 0.05							

In summary, all six hypotheses proposed based on theory in the previous section are supported statistically in this chapter.

Therefore, it can be concluded that:

1. Professional knowledge and skills have a significant positive correlation with employability.
2. General purchase competence has a significant positive correlation with employability.
3. Professional quality has a significant positive correlation with employability.
4. Self management has a significant positive correlation with employability.
5. Career development and learning have a significant positive correlation with employability.
6. Practical experience has a significant positive correlation with employability.

5. Conclusion

This study has drawn the following conclusions through scientific sample surveys and statistical verification methods:

The college employment guidance course will enhance the employment ability of college students through the teaching of professional knowledge and skills, and will also impart knowledge on professional ethics, self-management, and career development to further enhance their employment and career selection abilities.

The employment guidance system in universities has greatly improved their employability, and this can be seen from the analysis of differences. Apart from self-management and employability, there is no significant difference between current and employed students in other areas.

College employment guidance activities will enhance the employability of college students by exercising their universal abilities (including learning ability, innovation ability, adaptability, communication and expression ability, team collaboration ability, and emotional regulation ability) through practical course experience.

Although this study has achieved certain results, there are still some shortcomings that need further research and improvement. Firstly, the samples for this study were only from 9 universities in Conghua District, Guangzhou. Therefore, the selection of research samples, data collection, and subsequent research results may have certain limitations and one sidedness. Secondly, this article mainly adopts the questionnaire survey method for data collection and analysis, which has strong subjectivity and may have certain errors. Once again, this study may not have fully considered the impact of individual differences on the employability of college students, such as family background, personal experience, personality traits, etc. The study mainly explores the influencing factors and degrees of college students' employability, but does not involve the mechanisms and approaches for improving employability.

In response to the above shortcomings, this article suggests that later scholars can expand the sample range to include students from different regions, types of universities, and majors, in order to improve the universality and applicability of the research. Future research can adopt various methods, such as case analysis, interviews, field observations, etc., to obtain more comprehensive and objective research results. And in the future, we can further explore the impact of these factors on the employability of college students, providing more targeted suggestions for colleges and families.

Some studies can even further explore the impact of these factors on the employability of college students, providing more targeted recommendations for colleges and families. For educational institutions, further exploration can be conducted on how to improve the employability of college students through education, training, and practice, providing more targeted policy recommendations for colleges, enterprises, and governments.

Finally, researchers can pay more attention to the employability of special groups such as impoverished students and people with disabilities. We can focus on the employability of these special groups and explore how to provide them with more targeted assistance and support.

References

[1] Bentler, P. M. (2000). Rites, wrongs, and gold in model testing. Structural Equation Modeling, 7(1), 82-91.

[2] Bertram, D. (2007). Likert scales. Retrieved November, 2(10), 1-10.

[3] China Bureau of Statistics (2023) The seventh population census. Retrieved from http://www.stats.gov.cn/zt_18555/zdtjgz/zgrkpc/

[4] Feng Hong and Zhang Bo (2011). Research on the Current Situation and Problems of Employment Ability of Chinese College Students: Taking Beijing as an Example Management World (08), 175-176. doi: 10.19744/j.cnki.11-1235/f.2011.08.020

[5] Gui Haixia, Xue Jing&Wang Xiangqian (2021). Research on the Evaluation and Cultivation of Employment Ability in Information Management and Information Systems under Big

Data Journal of Xichang University (Natural Science Edition) (01), 116-119+128 Doi: 10.16104/j.issn.1673-1891.2021.01.023

[6] He Junxi (2019) Research on the Impact of the Integration of Innovation and Entrepreneurship Education and Professional Education on the Employment Ability of College Students Huang Jingbao (2009) Exploring the Factors Influencing the Employment of Chinese College Students: An Examination of the Role of Human Capital and Social Capital Human Resource Development in China (12), 6-8+95.

[7] Lee Harvey.(2001).Defining and Measuring Employability. Quality in Higher Education(2). doi:10.1080/13538320120059990.

[8] Li Guangli, Zhang Dan, Liao Kebing, Xionggang, Chang Junjie&Ma Minjie (2021). Multi group structural equation model for the evaluation index system of emergency response ability of college students Safety and Environmental Engineering (01), 118-124 Doi: 10.13578/j.cnki.issn.1671-1556.2021.01.017

[9] Mantz Yorke* & Peter Knight.(2004).Self-theories: some implications for teaching and learning in higher education. Studies in Higher Education(1). doi:10.1080/1234567032000164859.

[10] Mcclelland, D. C. (1973). Testing for competence rather than for "intelligence". The American psychologist, 28 1, 1-14.

[11] Oliver Beverley.(2015).Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. Journal of Teaching and Learning for Graduate Employability(1). doi:10.21153/JTLGE2015VOL6NO1ART573.

[12] Oxford, R. L. (1996). EMPLOYING A QUESTIONNAIRE TO ASSESS THE USE OF LANGUAGE LEARNING STRATEGIES. Applied Language Learning, 7, 25-45.

[13] Qiu Menghua (2021). Practical Ability Cultivation for Academic Master's Students in Applied Universities: Positioning, Structure, and Path Higher Education Forum (02), 90-93+96.

[14] Ren Jingjing and Dong Fangchao (2020). Exploring the Capability and Quality Model of Student Cadres in Vocational Colleges Based on WSR - From the Perspective of Enterprise A's Needs Journal of Xingtai Vocational and Technical College (06), 24-28.

[15] Shi Shutao&Li Ning (2021). Research on the Policy System for High Quality and Full Employment of College Students Henan Social Sciences (06), 119-124.

[16] Sternberg, R. J. (2019). The Augmented Theory of Successful Intelligence.

[17] Stokes, S. L. (2022). Sampling: Design and Analysis, 3rd ed. Journal of the American Statistical Association, 117, 2287 - 2288.

[18] Wang Lei&Lv Jia (2021). Exploring the Factors Influencing the Employment Ability of College Students Education and Teaching Forum (52), 161-164.

[19] Winter, D. G. (1998). "Toward a science of personality psychology": David McClelland's development of empirically derived TAT measures. History of Psychology, 1, 130-153.

[20] Wu Qiwen (2021) Challenges and solutions for high-quality employment during the 14th Five Year Plan period Economic Landscape (07), 57-63. doi: 10.16528/j.cnki.22-1054/f.202107057

[21] Wu Ziming, Huang Jichao, Zhang Lin&Li Huijie (2020). Research on the Factors Influencing the Innovation Ability of Graduate Students in Agricultural Universities - Empirical Analysis Based on Structural Equation Modeling Jiangsu Science and Technology Information (33), 31-35.

[22] Xie Min, Zheng Enhui, Gao Jian, Li Yuntang&Sun Jian (2020). A Brief Discussion on the Cultivation of Innovation and Entrepreneurship Ability and Quality of College Students through Aircraft Model Practice and Innovation Activities - Based on the Analysis of a Questionnaire Survey by the Aircraft Model Team of China University of Metrology Education and Teaching Forum (42), 84-86.

[23] Zhao Houyu,&Fang Yiqun (2022) Progress in methodological research on competency analysis and competency model construction Occupational and Health, 38 (14), 2011-2016.

[24] Zuo Xiaoyan and Gao Wenhui (2018). Construction and application of an evaluation index system for college students' employability based on multivariate statistical analysis Journal of Jiangxi Electric Power Vocational and Technical College (04), 71-7.