

# INFLUENCING FACTORS OF COLLEGE STUDENTS' EMPLOYMENT COMPETITIVENESS BASED ON COLLEGE EMPLOYMENT GUIDANCE SERVICE SYSTEM, CHINA

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## ABSTRACT

Abstract— With the popularization of higher education, the importance of college students to the structural allocation of human resource market is becoming more and more prominent, and the quality view of talent demand of high quality, high matching and high professionalism is being renewed, and the improvement of college students' employment competitiveness has become an important issue for the development of college student management and the whole society.

To address this issue, this paper regards the employment management work of colleges and universities as a systematic work, uses the model of "innovation structure of college employment management system" to further research and analyze the employment guidance service system in the model from the perspective of college student management, and analyzes the three factors of employment guidance service system: employment service team, employment guidance course and employment information platform. The research method includes case study, questionnaire survey, and the analysis of the employment information platform. The research methods include case study, questionnaire survey and data analysis.

The purpose of this study was to investigate the employment service team, employment guidance courses and employment information platform have a positive influence on the employment competitiveness of college students. This study will put forward reasonable suggestions for improving the employment guidance service system in colleges and universities in anticipation of improving college students' employment competitiveness.

Keywords— college students, employment competitiveness, career guidance service system, team building, curriculum building, information platform building, .Quantitative research

## INTRODUCTION

### Background

College students are valuable human resources in the talent market and a valuable asset of the country. The number of college graduates is increasing year by year, which plays a positive role in promoting social development, but combined with multiple internal and external shocks such as social and economic structural transformation, rising international political risks and repeated epidemics, the structural contradictions in the employment market are prominent, and enterprises are demanding more and more comprehensive quality of employees, which means that the comprehensive quality of new employees required by enterprises in personnel recruitment is also increased. The employment competitiveness of college students needs to be improved, which has brought a great test to the employment guidance service of colleges and universities.

With the continuous promotion of higher education reform work, schools are not only requiring students to be able to master theoretical knowledge and achieve ideal results, but also focusing on the cultivation of students' comprehensive quality, to continuously develop students' potential, to cultivate their comprehensive quality and innovation ability, and to train their hands-on ability and increase the training of their operative skills to improve students' employment competitiveness so that they can get more and better development opportunities in their future life.

In the context of talent cultivation, the trend of cultivating application-oriented talents with social responsibility, innovation and practical ability is increasingly obvious. The employment of college students in colleges and universities is influenced by the relevant responsible bodies of colleges and universities, employers and governments; social, economic, policy and humanistic environmental factors; internal positioning of schools,

enrollment plans, talent cultivation, employment guidance services and many other aspects. Improving the employment management and service system of colleges and universities and enhancing the employment competitiveness of college students will play a crucial role in promoting college students' employment and social and economic development. Building an effective employment guidance and service system is an important part of college student management and a direct indicator of talent cultivation quality.

Therefore, by analyzing the positive influence of three factors of employment guidance service: employment service team, employment guidance course construction and employment information platform on the employment competitiveness of college students, improving the employment guidance service system of colleges and universities, and helping college students improve their employment competitiveness by taking demand as the first priority, is not only crucial for students' personal and school talent cultivation, but also for the long-term development of the country and the stability and harmony of the society It is important.

### **Research Questions**

1. Does the career guidance service system of colleges and universities affect the employment and employment competitiveness of college students, what are the paths and the degree of its influence?
2. How to improve the career guidance service system in colleges and universities to enhance students' employment competitiveness?

### **Research Objectives**

To study Influencing Factors of College Students' Employment Competitiveness Based On College Employment Guidance Service System.

### **Research Hypothesis**

- H1: Employment service team construction positively effect on Employment competitiveness of college students.
- H2: Career guidance course construction positively effect on Employment competitiveness of college students.
- H3: Construction of employment information platform positively effect on Employment competitiveness of college students.

## **LITERATURE REVIEW**

### **Related concepts**

#### **2.1 Research on the evaluation system of university students' employment competitiveness.**

Since employment competitiveness is not a characteristic variable that can be measured directly, a certain evaluation index system must be constructed to evaluate competitiveness, but a fixed model has not yet been formed in the academic field. At present, some scholars use Delphi method, hierarchical analysis method and fuzzy comprehensive judgment method to study from the perspectives of employment results, students and social evaluation, students' personal quality and market demand, and construct an executive system for evaluating college students' employment competitiveness.

Harvey defines and measures the employment competitiveness of college students from three different perspectives: employment rate in a specific time period, the competencies that individuals should have for successful employment, and successful job satisfaction (Harvey&Lee, 2001). Ke Yu et al. proposed two types of indicators using cause-effect analysis: one is the explicit indicator, which describes the result of college students' employment competitiveness, and the other is the analytical indicator, which describes the reason why college graduates have employment competitiveness, and the analytical indicator can be further divided into direct and indirect indicators (Ke Yu, Liu Xiaofeng, 2004). With the help of fuzzy mathematical theory, Li Donghong et al. used hierarchical analysis (AHP) to study the influence of individual college students on employment competitiveness under the condition that external factors are determined to be constant, so as to establish the employment competitiveness index system. Based on the comprehensive analysis of four internal subsystems of employment competitiveness, namely, background factors, knowledge structure, basic ability and quality quality, and their interrelationships, Wang Xiao et al. constructed an index system for evaluating the employment competitiveness of college students, while placing the employment competitiveness in the macro environment,

which is influenced by the external environment of social economy, education system, employment market and available support. According to the logical structure of internal and external system, employment competitiveness is the correlation and constraint among four internal subsystems and the dynamic and interactive selection process between internal system and external environment (Wang Xiao, Liu Yulei, Shen Xueping, 2010). Ni Fengying used model evaluation method to consider employment competitiveness as a multi-objective and multi-level evaluation problem, and measured the employment competitiveness of college students from the indexes of factors such as ideological and moral quality, physical and mental quality, problem-solving ability, communicative ability and information processing ability (Ni Fengying,2011). Sun Fengli constructed an evaluation system for the study of the core competitiveness of college students' employment in higher sports faculties. The target layer is the first-level index, which is the evaluation of the employment core competitiveness of college students in higher sports faculties; the guideline layer is the second-level index, which are learning ability, professional application ability, professional innovation ability, development ability and ideological quality; the object layer is 21 third-level indexes. Based on the competency quality model, Jinliang Liu analyzed and studied the employment competitiveness evaluation model for business administration enterprise majors from 10 indicators of ideological and moral quality, heart quality, self-orientation, professional ability, organizational ability, image management, physical management, practical management, learning ability and innovation ability, and also analyzed and studied the correlation of each indicator in it (Liu Jinliang, 2013). Huang Yan et al. constructed a comprehensive evaluation index group to measure the employment competitiveness of college students from four aspects, 4 secondary indicators, 18 tertiary indicators and 48 observation points: employment quality competitiveness, employment quality competitiveness, employment consciousness competitiveness and social capital competitiveness (Huang Yan, Tian Huiyu, Wang Jiannong, 2014).

## **2.2 Research on the relationship between career guidance service system and employment competitiveness in colleges and universities**

Regarding the researchers on the relationship between career guidance services and college students' employment competitiveness, some researchers have proposed the impact of career guidance services on employment competitiveness at a holistic level, such as J. O. Poulsen and J. H. Dale (2015) concluded that faculty development, curriculum development, and information platform development and their have an impact on college students' employability, and the study used a regression discontinuity design to prove M.J. Dolch and L. R. Taylor (2015) used a longitudinal design to examine the impact of career services on college students' employment outcomes and found that students who used career services had better employment outcomes than those who did not, even after controlling for other factors such as academic achievement and family background. Zhou Junbo et al. studied college students' employability competitiveness in terms of the strength of career guidance in colleges and universities (Zhou Junbo&Yue Changjun,2004). Zhang Haiyan argued that college students' employment competitiveness is influenced by external factors, mainly family, school and social aspects, among which school aspects include school teaching quality and career guidance services. Zhao Zhichuan et al. through their study concluded that the subject advantages of the school and the majors studied in addition to the employment services are the basic factors affecting the employment competitiveness (Zhao Zichuan& Chen Xianglan,2006). In addition to comprehensive research, some other researchers analyze the influence of career guidance services on college students' employment competitiveness from the perspective of specific programs.

## **2.3 Research on the relationship between the construction of employment service team and the employment competitiveness of college students**

In regard to the relationship between career services workforce development and college students' job search competitiveness, "The impact of career guidance and faculty development on college students' job search skills: a literature review" by C. J. Lee and T. M. Kim (2018) examined the relationship between career guidance and faculty development and the development of college students' job search skills. The authors analyzed previous research to determine how these programs and initiatives impacted students' job search skills and the overall job search process. The study also discusses the importance of career guidance and faculty development in preparing students for the workforce. K. K. Nguyen and N. T. Nguyen's (2016) "Enhancing college students' employability through faculty and curriculum development: a literature review" outlines the impact of faculty and curriculum development on college students' employability. The impact of faculty and curriculum development on college

students' employability is outlined. The authors analyze previous research and findings to provide insights on the key components and outcomes of these initiatives. The study highlights the importance of faculty and curriculum development in preparing students for the workforce and discusses the need for continued research in this area.

#### 2.4 Research on the relationship between the curriculum of career guidance and the competitiveness of college students' employment

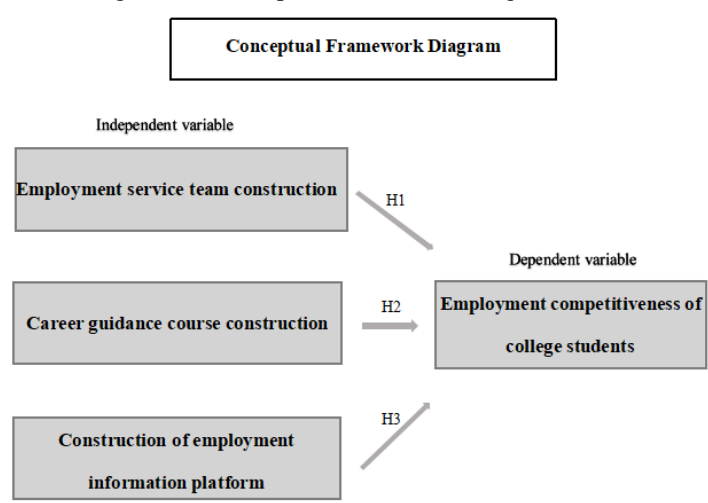
In a study on the relationship between career guidance curriculum and college students' employability, K. K. Nguyen and N. T. Nguyen's (2016) "Improving college students' employability through faculty and curriculum development: a literature review" provides an overview of the impact of faculty and curriculum development on college students' employability. The authors analyze previous research and findings to provide insights on the key components and outcomes of these initiatives. The study highlights the importance of faculty and curriculum development in preparing students for the workforce and discusses the need for continued research in this area. The authors analyzed previous studies to determine the impact of curriculum development on college students' career planning. The authors analyzed previous research to understand how curriculum development affects students' career planning and workforce preparation. The study also highlights the importance of curriculum development in preparing students for the workforce and provides recommendations for future research. It expanded on faculty development, curriculum development, and information platform development and their impact on college students' employability. Dahu Meng examines the directionality of curriculum as an influencing factor (Meng Dahu, 2005).

#### 2.5 Relationship between employment information platform and college students' employment competitiveness

Regarding the relationship between employment information platforms and college students' employability, A. M. Rodriguez and J. R. Baker's (2017) "The relationship between employment information platforms and college students' career readiness: a literature review" focused on the role of employment information platforms in improving college students' career readiness. The authors review previous research to understand the ways in which these platforms provide information and support to students during the job search process. The study also discusses the potential strengths and weaknesses of these platforms and provides recommendations for future research. D. J. Lee and S. K. Park (2019) examined the role of employment information platforms in supporting college students during their job search. The authors reviewed previous research to understand the ways in which these platforms provide information, resources, and support to students during their job search. The study also discusses the potential strengths and weaknesses of these platforms and provides recommendations for future research.

The above research can be found that the career guidance service system of colleges and universities is correlated with the competitiveness of college students, while the construction of career guidance service team, curriculum and information platform under them are also related to the employment competitiveness of college students. Based on the above research findings, this paper puts forward the above hypothesis.

Figure.1.1 Conceptual Framework Diagram



## METHODOLOGY

This thesis focuses on a quantitative research method to conduct the study. Information was collected through a questionnaire survey. The questionnaire survey was compiled based on domestic and international research as well as theoretical foundations, and consisted of four sections in total, which were basic information, employment competitiveness survey, professional interest and evaluation of school career guidance services for students in College A. After the questionnaire was determined, it was distributed to students in College A between September 2022 and December 2022, and students were asked to answer the questionnaire and collect it on the spot. The data was collated and summarised for subsequent analysis. A total of 367 questionnaires were distributed and 339 valid questionnaires were obtained. The questionnaire data was analysed using empirical analysis, and the questionnaires were initially collated to eliminate poorly answered questionnaires, after which the data was entered into SPSS 25.0 software, which was used to conduct relevant frequency statistics on the survey data.

## SUMMARY OF RESEARCH RESULTS

Figure 1.1, The correlations were analyzed for the dimensions as well as the middle dimensions. The three dimensions of employment competitiveness have a significant positive correlation with the three dimensions of career guidance services. In terms of the relationship between career guidance services and the employment competitiveness of college students, the construction of the employment service team is significantly related to the dimensions of employment competitiveness, with specific correlation coefficients of 0.17 ( $P < 0.05$ ), 0.34 ( $P < 0.001$ ), and 0.13 ( $P < 0.05$ ) with basic competitiveness, core competitiveness, and environmental competitiveness, respectively, indicating that hypothesis H1 is valid. The construction of employment guidance courses was significantly and positively correlated with the core competitiveness of employment competitiveness, with a correlation coefficient of 0.30 ( $P < 0.001$ ), indicating that hypothesis H2 was partially valid. The construction of employment information platform is significantly and positively correlated with the environmental competitiveness of college students' employment competitiveness with a correlation coefficient ( $P < 0.001$ ), indicating that hypothesis H3 is partially valid.

**Table 1.1** Relationship between employment service workforce and employment competitiveness

Variables	Basic Competitiveness		Core Competence		Environmental Competitiveness	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
(Constant)	3.40***	2.92***	3.38***	2.42***	3.80***	3.43***
Gender	-0.02	0.04	0.08	0.06	0.05	0.04
Grade	-0.04	-0.04	0.00	0.00	-0.01	-0.02
Internship experience	0.15*	0.14*	0.01	0.01	0.04	0.03
Cadre Experience	-0.01	-0.04	0.13**	0.08	0.01	-0.01
Career Counseling	0.01	0.00	0.00	-0.02	0.03	0.02
Place of origin	0.05	0.01	0.05	0.03	0.13**	0.11*
Employment service team building		0.17*		0.34***		0.13*
R <sup>2</sup>	0.13***	0.15***	0.18***	0.19***	0.13***	0.16***
Adjustment of R <sup>2</sup>	0.10***	0.12***	0.15***	0.17***	0.11***	0.14***

Note: \* indicates  $P < 0.05$ , \*\* indicates  $P < 0.01$ , \*\*\* indicates  $P < 0.001$

Combined with the employment service management system of school A, the questionnaire survey was designed and distributed to analyze the variance of students on the H1 employment service team, the construction of H2 employment courses, and the construction of H3 employment information platform. The causal data analysis on the effects of H1, H2 and H3 on the employment competitiveness of college students was analyzed, and all showed significant positive correlations. In general, the employment competitiveness of college students

is at a medium level, especially in terms of core competitiveness. Students rated the school's career services at the middle level, indicating that the school has more room to improve the level of employment management services, especially the employment guidance service system needs to be improved urgently. Students' evaluation of the service team, service courses and information platform of career guidance service system will affect students' employment competitiveness. Therefore, schools should start from the improvement and optimization of career guidance team, curriculum management and informationization platform to improve students' employment competitiveness.

## **DISCUSSIONS AND RECOMMENDATIONS**

### **5.1.1 Optimize the construction of employment service team**

The results of empirical analysis show that the construction of employment service team is significantly and positively related to the basic competitiveness, core competitiveness and environmental competitiveness of students' employment competitiveness. We found that the current employment service team in College A has problems such as insufficient professional competence quality, backward service methods and low service efficiency. Therefore, its influence on employment competitiveness should be improved from the following aspects.

#### **(1) Improve the structure of the employment guidance service system and optimize the service capacity**

In career guidance service, the structure of the service team directly affects its thinking and understanding. The service team of A college has more part-time staff and less professional teachers, which is difficult to reflect the school's attention and also leads to students' low trust in it. Therefore, the first step should be to improve the structure of the teaching team. Through professional training and recruitment, professional employment service personnel should be selected to enter the service team. With the help of the professional's ability and quality to improve the working method and increase the effectiveness of the work.

In the staff structure setting, considering the requirements of students, it should be ensured that more than one professional service staff is set up for different colleges and majors; professional service staff is set up for different groups, such as urban and rural groups, employment and graduate school groups, etc., in order to pay full attention to the service needs of different students.

After completing the recruitment of personnel, the role of training should be played, and training should be conducted on the general ability of service personnel, special service ability, and market information collection ability, to ensure that service personnel master the latest working methods and information to better serve students' employment.

#### **Optimize service team management to improve service quality and efficiency**

During the interviews, it was found that some students and recruiters think that the service of A students is not in place, and the quality and attitude of service is not as good as others, which affects the competitiveness of students' employment. In response, service direct connection and efficiency should be improved through service team management.

On the basis of full-time service, the performance evaluation system of service staff is constructed, and the specific service quantity and service practice are included in the evaluation, and students are asked to anonymously evaluate the staff service after each service is completed, and employers are asked to evaluate the employment service of our school after each recruitment is completed. All the above evaluation results are associated with the performance of the service staff.

Based on the performance results of the service personnel for the corresponding management, if the personnel performance is not to pass the score, then consider training, transfer or even dismissal; if the performance results are outstanding, then give economic rewards and material praise, etc.

Through the above management, the career guidance service becomes a systematic work system, so that the relevant personnel can improve the service content and methods and enhance the effectiveness of the service under the clear goal guidance.

**(3) Building a "teacher pool" for the employment guidance service system and creating a composite three-dimensional service team**

At present, most of the teachers who are responsible for teaching career guidance do not have education background of related majors, which causes the disconnection between "majors" and "employment" in teaching. However, it is very difficult to ask career service teachers to learn the knowledge of specific majors and understand the professional career situation, or to ask teachers of professional courses to take up the task of career service.

Based on this, the college can carry out the construction of a "teacher pool" for career services, and include teachers of career services and specialized courses into the teacher pool. According to the progress of the teaching stage and the needs of the teaching content, the teachers of professional courses will be assigned from the teacher pool to give academic guidance to students, and the first-line school-enterprise coordinators will be assigned to give lectures or lead students to observe front-line jobs. The different types of teachers in the teacher pool are well constructed, arranged and utilized to give full play to the advantages and roles of each type of teachers to provide comprehensive and three-dimensional career guidance to College A students, so that career, career and planning are organically combined.

### **5.1.2 Optimize the construction of career guidance courses**

The empirical analysis found that the construction of career guidance courses has a significant positive predictive effect on students' core employment competitiveness, and the interviews also found that many schools reflected that the current career guidance courses have single teaching, backward teaching contents and unreasonable teaching arrangements. Therefore, targeted improvements should be made.

The transformation of teaching philosophy and teaching content into effective teaching activities requires teachers to organize their teaching in a reasonable and effective way. And how to organize, how to implement teaching, and how to make teaching activities so that students are willing to learn, want to learn, and can learn well, requires good teaching methods. In the current environment, students are calling for new teaching methods and teachers are feeling the limitations of traditional teaching methods. And career guidance services in career planning and other teaching has experienced more than ten years of development, but also accumulated a relatively rich theoretical accumulation and teaching experience, the convenience of new media also allows us to see through the Internet all over the world, various disciplines, various courses of a variety of teaching methods, so the employment guidance course teaching methods for innovative reform is imperative.

#### **(1) Enrichment of teaching subjects**

Teachers play a crucial role in teaching activities, from the selection of teaching contents, the control of teaching pace, the promotion of teaching progress to the organization of specific teaching, teachers should always be clear about their "leading" position. In the career guidance course teaching, teachers should not take the minimum requirement of "completing the teaching task" as the goal of teaching, but should play more autonomy in teaching and give full play to their leading role based on their professional knowledge, combined with the professional development characteristics of students, and according to the professional characteristics of students' studies.

The role of the "subject" of students in the career guidance course teaching is a role that deserves special attention. Career guidance course teaching is not like other professional courses. The teaching of professional courses focuses on ideology and knowledge, and students can "wait" to learn the ideas and knowledge taught by teachers when studying professional courses. But in the career guidance course teaching, pure ideological education, pure knowledge transfer is not the main thing, but to stimulate students to understand the career, planning life, development of career motivation. Therefore, in the career guidance course teaching, students should be encouraged to participate in all aspects of teaching as the subject of the course, with each student as the "subject", under the "leadership" of the teacher to build the career guidance course education The "cloud platform".

#### **(2) Choose to construct reasonable teaching contents**

Teaching content refers to the dynamically generated materials and information that are used in the teaching process to serve the interaction between teachers and students, and is the sum of knowledge and skills taught, ideas and opinions inculcated, and habits and behaviors cultivated by the school. Thus, teaching content is a complex, rich, diversified and diverse "information flow" in teaching activities, rather than the commonly understood "teaching content = teaching materials". If teaching ideology is the method, teaching management and teaching implementation are the means, then teaching content is the "dry goods" that need to be delivered by using these methods and means.

In College A's career guidance course, the content is old, utilitarian, not well integrated with the major, and not very practical. At the same time, students expect teachers to teach richer and more useful contents in class. In view of these problems in the teaching content, timely improvement should be made in the selection and arrangement of specific teaching contents.

The selection of teaching content must have a scientific and reliable basis. Students' needs should be taken into account and the teaching content should be based on students' needs. For example, in the teaching of career guidance courses, you can learn in advance the problems students often encounter in employment and even after work by means of questionnaires and interviews, and set the course content according to these problems so that students can understand the characteristics of industry interviews, work scenarios and promotion patterns to improve their confidence in future work.

The students trained by the school are to be able to adapt to the needs of social life and production, so the teaching contents imparted to the students must agree with the mainstream values of the society and also adapt to the personal growth and development of the students. Therefore, when choosing the teaching content, we should take into account the requirements and hopes of families, parents and students for the ability and quality of college students in society, fully grasp the criteria of social selection and employment, and meet the guidance and needs of students' ability and quality for the development of industry and career. Only by doing so can we achieve "people-oriented" and the teaching content can be "grounded". Career guidance course teaching, to improve the relevance and adaptability of the teaching content, I think we can set a few professional employment of the popular enterprises through the analysis of the data of the previous students' employment units, and then use specific enterprises as cases to carry out career guidance education, to ensure that the education is both case, relevance and applicability.

In addition, the choice of career guidance course teaching content should be based on the actual situation of students, so that the content is the students' favorite, only "popular", to stimulate students' interest in learning.

### (3) Rational setting of teaching planning and innovative teaching evaluation

In the teaching of career guidance course, on the one hand, the course content should be reasonably planned. Change the original way of starting career guidance courses in sophomore and junior years. After students enter school and start to receive employment education, in order to fully understand the employment situation and prepare for employment as early as possible. At the same time, taking into account the departure of graduates looking for jobs, the education of employment guidance courses should be completed one year before graduation as far as possible, and the services should be provided mainly through the information platform at the graduation stage. In the class time arrangement, it should be included in the compulsory courses to ensure the arrangement of 2 class hours and above per week to change the original limitation of insufficient class hours.

In the original teaching, some teachers raised the issue of students not being certified to listen in class, resulting in poor learning outcomes. Therefore, in addition to teaching program improvement, attention should also be paid to the improvement of teaching methods. It is clear that the purpose of teaching career guidance courses is to improve students' competitiveness, so students' employment competitiveness should be used as a measurement tool for teaching effectiveness. Before, during and after teaching, students' employment competitiveness should be investigated through the employment competitiveness power scale; in the stage assessment, contextual experimental methods such as recruitment should be added to examine students' actual job application ability; post-employment problem handling ability should be added to understand students' career management ability, etc.

### **5.1.3 Give full play to the role of employment information service platform**

The survey found that the employment information service platform has a positive relationship with students' environmental competitiveness, while many students in the interview suggested that the information in the school's employment information platform is not comprehensive enough and less helpful for employment. In this regard, it should be improved from the following aspects.

Insist on "three combinations". That is, the combination of online and offline, according to the actual situation, the combination of on-site recruitment and network recruitment information, the comprehensive display of information in the platform, to enrich the platform information content; promote the combination of school-enterprise information, in addition to the release of school information in the platform, but also increase the information of specific enterprises, including recruitment information, basic information, recruitment methods



and times, the number of planned recruitment, so that students have adequate preparation;. Combining "going out" and "inviting in", expanding the scope of the platform, combining it with recruitment platforms in the province and the city, enriching the information sources, and inviting major recruitment enterprises to the platform to facilitate online recruitment, etc.

Implement "three docking". Docking with employment enterprises to find out their demands for employment. Docking with human resource service companies to play a leading role in allocating human resources in the market. Docking with street (community) employment service liaison officers to play the role of grass-roots platform to promote enterprise job information directly to students' cell phones. Docking with labor collaboration agencies outside the city to pay attention to enterprise promotion activities and send job information. Docking with human resource service agencies in neighboring areas to introduce information from professional human resource agencies to our school information service platform.

(3) Pay attention to the quality of information service of the platform. Strengthen the platform information management, introduce professional talents for data analysis and website maintenance, ensure timely update of information, and guarantee the security of students' information. Improve the service efficiency of the platform, support 24-hour online service by dedicated personnel, etc., to solve students' employment consultation at any time and assist students to graduate better.

## 5.2 Research Insights

The analysis revealed that the overall competitiveness of students' employment in College A is not high, and the factors contributing to this include individual student factors, family, school, and teacher factors. Combined with the findings, the study proposed improvement transactions mainly from the school level. Meanwhile, the questionnaire and interview results found that students' employment competitiveness is related to their own, family and social factors. Therefore focusing on the improvement of employment services on the school side in addition to the role of other aspects should be improved.

First, from the students' point of view, they should pay more attention to the competitiveness of employment and improve it through theoretical study and practical exercise. Students should fully understand the importance of employment competitiveness for their academic and career development, reasonably position the role of the school career guidance center and career planning courses, and actively participate in course learning and employment assistance; recognize the role of teachers in guiding and promoting individual employment competitiveness, actively learn advanced theoretical knowledge from teachers, and listen to teachers' suggestions to improve career planning. In addition, students should also actively participate in cadre work, career counseling and internships to improve their awareness of the current situation and prospects of career development and enhance their employment competitiveness through relevant time.

Second, from the family perspective. Interviews found that most families do not know enough about their children's majors and careers, lack communication with their children about their careers, and have difficulty providing help for their career choices and development. In contrast, on the one hand, families' awareness should be improved, and parents should take the initiative to recognize the importance of employment competitiveness for their children's employment and improve their behavior based on the increased awareness. Secondly, parents' behavior should be adjusted, especially the communication and guidance behavior with their children on career selection and interview, etc. Through two-way communication, they can relieve their children's employment pressure and improve their self-confidence; they should obtain information related to their children's majors and future careers through various channels to provide information support for their children's employment competitiveness improvement.

Third, from the school's perspective. School education has an important influence on students' employment competitiveness. Therefore, schools should raise the importance of students' employment competitiveness, improve the education of career planning courses and the investment of resources in employment services. Focus on the effectiveness of career guidance service management, through teacher assessment, student evaluation, joint employer evaluation, etc., to find out the problems in the school career guidance service, and improve and optimize under the problem-oriented. From teachers' perspective. Teachers should improve their own education ability and quality of employment competitiveness, make their education ability meet the teaching needs through independent study, participation in school and industry training, etc., and improve their sensitivity to the information of the employment market to ensure the relevance of education and teaching work. In addition, teachers teaching, should pay attention to the students' employment competitiveness, grouping perspective for

students' ability, regularly examine the students' employment situation, career planning ability situation, improve teaching methods for students' situation, make the course education from theoretical learning to guide practice, improve students' employment ability.

Fourth, from the perspective of society and employers. On the one hand, the society should improve the publicity of the importance of employment competitiveness, so that students can improve their own employment competitiveness based on the improvement of the environment in a targeted manner. In addition, the society should give help to students' employment competitiveness, help information resources, financial resources and educational resources, assist schools to improve educational contents, improve educational and teaching facilities, and optimize the structure of teaching team. From the employer's point of view, they should clearly present their recruitment positions, requirements for students and planned recruitment methods based on the need to obtain high quality talents and reduce recruitment costs, so that the school and students are well prepared to fully demonstrate the students' strengths. Employers should also focus on communication with the school, reflecting to the school the overall competitiveness of students during and after recruitment, the school's career counseling deficiencies and directions for improvement, etc., to help the school improve its employment services.

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