

A Study of Employability Measurement based on the Chinese Local Vocational College Graduates

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Abstract

The employability of college students has always been a hot topic in academic circles at home and abroad. Through combing and integrating the existing academic achievements at home and abroad, this study clarifies and shows the constituent elements and structural dimensions of College Students' employability. Because the level classification of college students in higher education involves four groups: Higher Vocational College, undergraduate, postgraduate and doctoral students, their employability will also have different degrees of differences. In this study, vocational college graduates as the research object, using the literature, questionnaire survey and SPSS, Amos statistical analysis, explore and construct a structural model of Vocational College Graduates' employability. The model is a five-dimensional structure composed of "self characteristics, knowledge and skills, problem-solving ability, career adaptability and career development ability," including 23 competency characteristics. Exploratory factor analysis, confirmatory factor analysis, and second-order factor analysis of 451 valid questionnaires can verify the model. According to vocational college graduates' different individual characteristics, the independent sample t-test or variance analysis method analyzes and compares the differences from 5 aspects: Gender, Registered residence, Political affiliation, Student leader experience, and Professional type. Political affiliation, gender, Student leader experience, and Professional type have significant differences in employability. There is no significant difference in the location of registered residence. This study further clarifies the structural characteristics of Higher Vocational College Graduates' employability, enriches the theoretical research of College Students' employability, and positively contributes to the in-depth understanding of employability's complex structure. At the same time, it provides useful guidance for the supply-side reform of university talent training, optimizing the cultivation of College Students' employability, and promoting the matching of supply and demand of College Students' employment.

Key words : *Vocational College, college graduates, employment, employability.*

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I . Introduction

College graduates are one of the largest groups facing employment problems. In the fourth industrial revolution era, the requirement of career development ability and the influence of COVID-19 lead to the "non-face-to-face" situation, which brings about the change of employment system, the weak employment demanded of enterprises, and the high unemployment rate, which increases the anxiety of college students. In the face of the difficult employment situation, whether the graduates can get a satisfactory job in the fierce competition mainly depends on the job search process. The job search process is a matching process between job seekers and employers. The results of the matching process are influencing by malefactors, including the age, gender, academic experience, and social relationship of the job seeker (Liu, 2009), as well as the work experience and skills required by the employer and the preference of the job seeker for the employer's business scale and status quo (Park & Min, 2013), These factors reflect the employability of job seekers.

Governments worldwide have taken various measures to promote employment and actively support the employment of college graduates. The Chinese government (2020) issued the "Notice on Further Strengthening the work of employment Internship," proposing to continuously expand the scale of internship in 2020 and 2021, with the total number of internship Posts no less than 2019, improve the quality of internship, organize the youth in need into the internship activities, and maximize the role of employment internship in stabilizing employment and promoting employment. The Korean government also believes that college students' unemployment is a national problem and tries to strengthen College Students' professional knowledge and technical talents through education. (Han, Lee, 2013). To support college students to enter society smoothly, expand the career development and employment support functions of universities, the Korean government has issued various policies to cultivate career search and sound professional(Lee, 2012). From the organizational level, the standards and requirements of society and employers for talents have significantly changed. The traditional employment relationship in the labor market has also gradually changed. The "boundless career" has become the mainstream. The individual's superior ability has formed his autonomy in employment choice, and employers have paid "employability" more and more attention.

At present, in Chinese universities' talent training, the cultivation of employability has not attracted enough attention. There are no targeted measures to improve the employability of vocational college students. There is no consensus on what kind of employability college

students should form and how to improve their employability. Previous research and practice show that there is still a big gap between college graduates' employability and employers' actual needs (Zhang, 2007; Wang & Zeng, 2009; Wang, 2010; Huang, 2015; Cheng, 2017). According to the Research Report on unemployed college students of China Youth Research Center, 84.6% of the people have been rejecting in the process of job hunting, among which lack of work experience is the first reason, and low comprehensive quality and low employability are also important reasons for unemployment (Huang, 2015).

Therefore, the purpose of this paper is to explore and construct the structural model of Higher Vocational College Graduates' employability, optimize and enhance the integrated employability of higher vocational college graduates, and provide positive solutions to alleviate the structural contradiction between supply and demand of College Students' employment market. At the same time, it also helps vocational college students prepare for the realization of "full employment" during the career preparation period and make significant progress in career development. To further promote the practical significance of College Students' career "sustainable development" and enrich the theory of career development and employment guidance education to a certain extent.

II. Theoretical background

2.1. The Employment Review of Chinese Higher Vocational Colleges

China's higher vocational colleges, i.e., China's higher vocational colleges, are full-time ordinary colleges and universities at the junior college level. They recruit high school graduates and have three-year schooling. There is a particular gap between it and China's colleges and universities with bachelor's degrees or above in the guiding ideology, discipline structure, education quality, and talent training. Alba & Lavin (1981) explained that higher vocational colleges belong to the higher education system's lowest level. Students with different educational levels have different abilities. Chinese college students in higher education are classifying into vocational college, undergraduate, master, and doctor. Higher Vocational Colleges in China accept vocational education, which focuses on the trainees' mastery of relevant skills and practical operation ability through training. Zhou Guangli (2018) elaborated that the characteristics of higher vocational college students are: at the initial stage of enrollment, their grades are medium or lower, their learning objectives are not

clear, their learning motivation is not healthy, lousy learning habits, their cognitive level is low, their career planning is not precise, they are independent and mature earlier, and they pay attention to professional skills. Their employability is also different from that of college students with a bachelor's degree or above. Their employability is also different from that of college students with a bachelor's degree or above.

According to China National Bureau of Statistics (2020) data, the number of colleges and universities in China in 2019 and 2018 is 2688 and 2663. 1423 and 1418 are higher vocational colleges, accounting for 52.94% and 53.25% of the total. In 2019 and 2018, there will be 8.23 million and 8.14 million college graduates in China, of which 3.64 million and 3.66 million college graduates in China's higher vocational colleges, accounting for 44.23% and 44.96% of college graduates, respectively. China's Higher Vocational Colleges and their graduates account for about 50% of the total.

China's higher vocational colleges are an essential part of higher education. Employment orientation is the basis for the survival and development of Higher Vocational Colleges in China. Combining with their characteristics and school running characteristics, higher vocational colleges correctly analyze higher vocational college graduates' employment situation, find out the misunderstanding and blind area in graduates' employment, and carry out targeted career guidance and career planning education. These can promote graduates' employment quality and have great significance for higher vocational colleges' sustainable development and social stability. This study sele graduates" as the research object, focusing on higher vocational college graduates' employability.

2.2. Employability

"Employability" was first proposed by Beveridge in 1909. In his opinion, employability refers to an individual's ability to obtain and maintain work (paid or unpaid). So far, there is no consensus on the definition of employability. The research on employability mainly has the following three perspectives.

First, In the 1990s, employability has become an essential research tool for analyzing labor market policies in Europe and the United States and has been widely used in studying College Students' employment. According to Hill & Pollard (1998), employability needs to obtain initial employment, maintain employment and obtain new employment. For individuals, employability depends on several aspects, including capital (basic knowledge and skills, essential personality attitude), development (career management ability, job hunting ability), expression, individual links, and labor market environment.

Second, from organizations or institutions, such as CBC, ASTD, ACCL. International Labor Organization (ILO, 2000) defines employability as an individual's ability and qualification to obtain and maintain decent work by making use of available education and training opportunities, to be promoted within an enterprise or among various positions, and to cope with changes in technology and labor market conditions. In 2005, the education and employment Commission of the United States proposed "employability," which refers to the ability to choose a job and obtain employment successfully. Garavan (1999) emphasized the common obligation and responsibility of developing and maintaining "advanced general skills" rather than the more traditional concept of "company-specific skills" and "the new way of working is to make employees think they are self-employed." By working with employers, employees can develop a series of standard and transferable skills, such as interpersonal skills, communication skills, problem-solving skills, teamwork skills, and decision-making skills (Lips-Wiersma & Wright, 2012 ; Asonitou & Vitouladiti, 2015).

Third, individual perspective. The research mainly formed the perception ability view, the characteristic view, the dynamic ability view, the sustainable employment view, and several representative viewpoints. Among them, the representative research of perception is Rothwell. Herbert & Rothwell (2008), focusing on personal perception, defines it as "competent employability," that is, whether they can obtain sustainable employment that adapts to their qualification level. The representative research of trait view is ESECT, which points out that employability is a group of abilities that enable individuals to obtain employment and be competent for the chosen occupation. This kind of ability includes achievement (including academic achievement, work experience, workplace experience), understanding, and personal characteristics. Employability includes three dimensions and 11 components: necessary skills, personal management skills, team skills, and 11 components, including communication, thinking, adaptability, and project tasks (CBC, 2001). The representative research of dynamic capability view is: Forrier & Sels (2003) pointed out that employability is continually changing and proposed a dynamic method to model employability as "the process of influencing individual employment opportunities. The steps are taking in the internal and external labor market." "Sustainable employability" means that in the whole working life, an individual can obtain practical job opportunities with a set of abilities so that he can make valuable contributions through his present and future work while protecting his health and welfare (van der Klink et al., 2015).

The elements of employability are multi-dimensional, mainly reflecting two perspectives: one is base on the internal perspective of individuals, the other is from the perspective of integration. The study's focus extends from professional attitude, image, knowledge, and

skills to physiological and cognitive fitness, career development, career learning, career identity, de specialization, and external network relationship (Forrier, & Sels, 2003). According to Shu (2012), core strength is the core component of professional competence, which refers to knowledge, technology, attitude. Those are not related to the type of work or position but are needed to complete most work types. Specifically, it tests communication ability, resource, information, technology application ability, global power, self-management ability, interpersonal relationship strength. Employability refers to "the ability necessary for employment," and college students' working ability is interpreting as the ability that changes with the change of the recruitment system (Li, 2019). Chinese scholar Chen (2016) defined the structure of College Students' employability, including general skills, professional personality, career development potential, professional leadership quality, team ability.

Generally speaking, the research on the employability structure of higher vocational college graduates in Chinese academic circles is relatively less and does not jump out of the foreign employability structure model's classical framework. At present, there is no authoritative employability structure model suitable for China's national conditions, and there is a lack of in-depth research on the internal structural relationship of employability (Li, 2013).

To sum up, for the research on the constituent elements and dimensions of College Students' employability, some scholars analyze from the narrow perspective of ability. Some decompose from the aspects of skills and characteristics; some divide the dimensions from a single level, some further subdivide from a multi-dimensional perspective; some use qualitative research methods to summarize and refine. Some use quantitative research and analysis. Dimension Division. As a result, different research results on the composition of College Students' employability have been forming.

Ability research originates from psychology, and different disciplines have different emphases on ability research. This study believes that the definition of management and the specific composition of competence are more suitable for this study and can use as the theoretical basis of employability elements. Management believes that ability is a tricky quality structure of an individual, which is the basis for their professional requirements. This comprehensive quality structure is connected with an individual's professional environment, professional position, and professional role and is display by completing a specific job by an individual (Chen, 2012). We tend to define competence as the integration of intelligence, knowledge, skills, and attitude that an individual is competent for in the real professional environment. Ability is the necessary subjective condition for an individual to complete a specific behavior in a real professional environment. Ability directly affects the efficiency of completion behavior, which, together with knowledge, skills, characteristics, experience, and

attitude, constitutes a person's specific quality. Thus, this study divides the constituent elements of Higher Vocational College Graduates' employability into five dimensions.

From the micro personal level, job seekers focus on improving their career development trajectory and employability. The stronger the job seekers' employability, the more satisfied the job seekers will get (Xie, 2010). Therefore, analyzing the main elements of individual employability of job seekers and verifying the different effects of different personal characteristics on employability is more conducive for job seekers to improve one or more aspects of ability and quality to promote the smooth progress of job hunting and the improvement of job satisfaction. To cultivate higher vocational college graduates' employability highly consistent with social development and market demand, they finally realize the matching of labor market supply and demand.

III. Methodology

3.1. Samples and procedures

This study selects "higher vocational college graduates" as the object of the questionnaire. There are three main reasons for selecting this group: first, Jiangsu Province is a big province of higher education resources, and higher vocational colleges are relatively concentrated, which is convenient for investigation; second, higher vocational colleges recruit students for the whole country, Jiangsu province belongs to the Yangtze River Delta region of China, with leading regional economic development, good quality of students, and comprehensive representation of students; third, the main content of the third-grade talent training plan of higher vocational colleges is the stage of internship and job hunting. As the students who are about to graduate, they have experienced job hunting, and they have sufficient experience to provide to the students in school. For example: understand what ability is essential, what ability is not essential, which ability can cultivate in work, which ability should be learned and improved in school.

A Chinese professional questionnaire organization (www.wjx.cn) The survey link is generating and sent to the Employment Department of higher vocational colleges' teachers, who will forward it to the secondary colleges in the form of notice and arrange for the third-grade graduates to complete the questionnaire evaluation. Before the formal questionnaire was issued, a sample pre-test was conducted in October 2020, and a total of

187 questionnaires were collected. According to the factor's load value, if the factor load is less than 0.40 or a double load (a load of multiple factors is more significant than 0.40), the items will be eliminated. Simultaneously, the factor of fewer than three items is eliminating, 23 items were retained, and 12 items such as office operation skills, graduation thesis design, scholarship, employment support, social and economic development were eliminated.

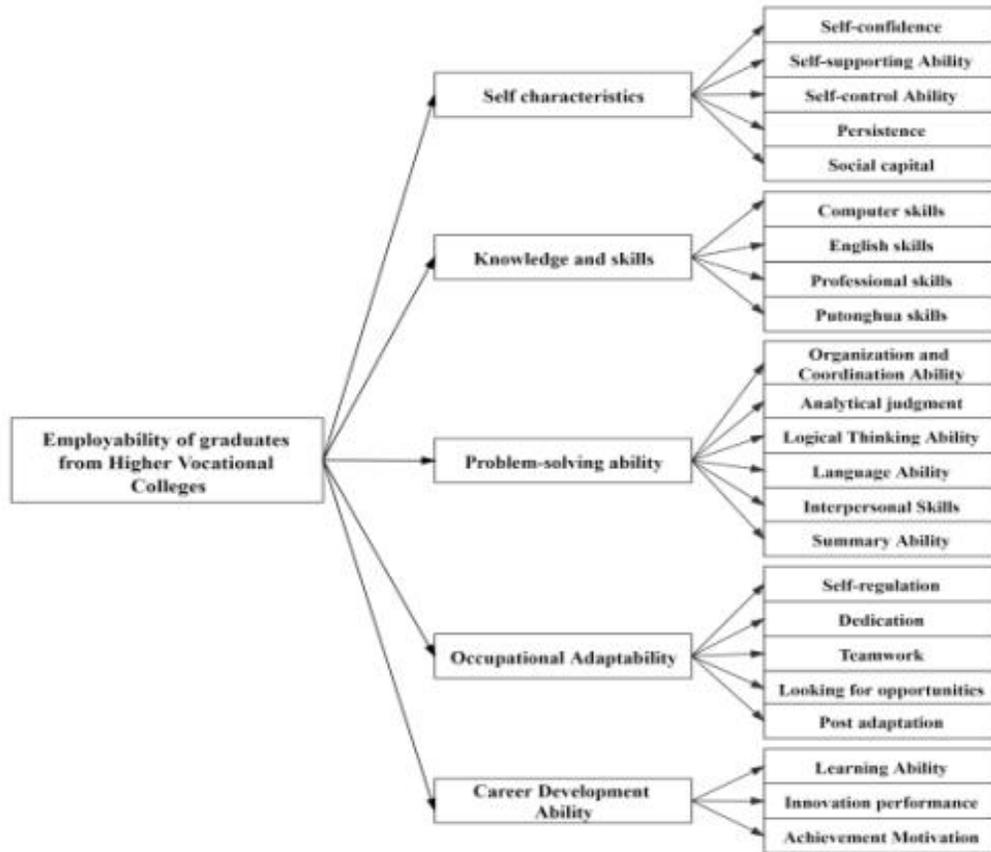
According to the evaluation index's specific value, the research scale was optimized after the prediction, and the formal questionnaire was issued. A total of 557 questionnaires were collected from November 2020 to December 2020. All the answers are required to ensure the integrity of the questionnaire. The same IP can only be filled once to avoid repeated answers. After screening data, 451 valid questionnaires were retained.

3.2. Research model and hypothesis

Because of the different research objects, research perspectives, and research methods of the existing employability structure, the conclusions are consistent and have many differences. According to the previous theoretical research, the elements of College Students' employability are divided into five dimensions: Zheng (2002) put forward the concept of employability for the first time in China, including learning ability, practical ability, adaptability, ideological ability and application ability; Quality oriented employability, information age oriented persistent employability, market economy oriented skill oriented employability, talent market oriented competitive employability and career planning ability to adapt to the credit age (Zhao, Zhao, 2004); Self-determination ability, social adaptability, social practice ability, thinking ability and application ability (Zhang & Liu, 2005); Professional ability, professional identity, personality, analytical thinking and interpersonal influence (Li, 2013); With the help of nivo11 qualitative analysis software, Wang(2018) used word frequency technology to screen the top 10 core words, combined and coded the different dimensions and elements of College Students' employability construction at home and abroad, and then carried out cluster analysis according to the exploration clustering function to preliminarily explore the formation of the following five categories: individual and employment personality, professional identity and management ability General ability, knowledge and skills, personal environment and external factors. Therefore, this study, from the perspective of vocational college graduates themselves, combined with Wang's (2018) five-dimensional elements, around the "main factors affecting Vocational College Students' successful employment" to explore. Construct the model as described in Figure 1: "self characteristics, knowledge and skills, problem-solving ability, career adaptability, and career

development ability.” Including the above five dimensions, 23 core elements of the overall Vocational College Graduates’ employability model, and hypothesis H1.

<그림 1> Research model



H1: The employability of local vocational college graduates can be measured by factor analysis.

H1a: The employability of local vocational college graduates can be explained and measured by five dimensions.

H1b: The five dimensions of Vocational College Graduates’ employability can be fitted by second-order confirmatory factor analysis.

The purpose of constructing the employability structure of higher vocational college graduates is to clarify the dimensions and improve one or several dimensions with pertinence

and emphasis to promote higher vocational college graduates' high-quality and sustainable employment. From the perspective of employment performance (that is, focusing on the realization effect of employment), the composition of employability includes various factors that affect employment results, such as individual factors, personal background, and external factors. The essence of the integrated research on employability's structure is to analyze the various factors that affect workers' employment results and how these factors are combined with having a more significant impact on the formation of employability and its employment results (Wang, 2018). Based on this, this study puts forward the hypothesis H2. It takes college students' individual characteristics (such as gender, political affiliation, and professional type) as the control variables. Moreover, it makes a comparative analysis of the differences of the abilities that college students need to have during the job hunting period, which can more truly reflect the distribution of the importance of the required abilities and can also effectively make the rules for college students to cultivate their required abilities before the job hunting Planning and preparation process.

H2: Political affiliation, gender, registered residence, political status, student leader experience, and professional attributes of Vocational College Graduates' employability vary significantly.

H2a: There are significant gender differences in the employability of higher vocational college graduates.

H2b: There is a significant difference in graduates' employment ability from vocational colleges registered residence.

H2c: There are significant differences in the "Political affiliation" of Vocational College Graduates' employability.

H2d: There are significant differences in the "Student leader experience" of Vocational College Graduates' employability.

H2e: There are significant differences in graduates' employment ability in Higher Vocational Colleges in terms of "professional-type."

3.3. Operational definition

The questionnaire includes two parts: one is the scale of employability structure of higher vocational college graduates, the other is the necessary information of higher vocational college graduates. Referring to the previous literature's measurement scale and combining it with the actual situation, the variables in this paper are designed, and the structure scale is measured according to the 5-point Likert scale

3.3.1. Self characteristics

The self trait is the integration of the scale questions compiled by Wang (2013) and Wang (2018), which refers to the positive state of an individual in the process of growth and development, as well as the social support network and resources owned by the individual (Ronald Burt, 1992). It includes Self-confidence, Self-supporting ability, Self-control ability, Persistence, and Social capital.

3.3.2. Knowledge and skills

Knowledge and skills refer to the scale developed by Qiao (2011), Lai (2012), and Peng (2014). They refer to various basic scientific knowledge and professional knowledge acquired and accumulated for a long time, including computer skills, English skills, Professional skills, and Putonghua skills.

3.3.3. Problem-solving ability

Wang(2012) refers to finding appropriate methods to analyze problems and propose effective solutions. It includes organization and coordination ability, analysis and judgment ability, logical thinking ability, language expression ability, interpersonal communication ability, and summary ability.

3.3.4. Occupational adaptability

Career adaptability refers to the ability to continually adjust one's state and make one's behavior reach the best state with the change of environment. The scale was developed by Mo (2011), including self-regulation, dedication, teamwork, looking for opportunities, and post adaptation.

3.3.5. Career development ability

Article 4 of the vocational education law stipulates that career development ability is "the ability to open up a career path and continuously develop so that they can actively respond to the changing working environment and lifelong learning society."In the fourth industrial

revolution era, future-oriented career development ability is interpreted as a concept including career flexibility, creativity, and convergence (Lee, 2017). Innovation is a crucial element in determining organizational performance and sustainability. Employees are the main body of enterprise innovation activities, and the level of innovation performance determines the innovation ability and survival of enterprises (Chen & Song, 2019). According to the above data, this paper investigates the "Career development ability" from three aspects: Learning ability, Innovation performance, and achievement motivation.

3.4. Data analysis

SPSS 20.0 software and Amos 25.0 software were used for data analysis, model test, and difference analysis. First of all, to determine the general characteristics of the survey data, the demographic characteristics of 451 samples are described. Secondly, to test and Bartlett test is used to test whether they are suitable for factor analysis, and exploratory factor analysis, reliability, and validity test, and correlation analysis among factors are carried out to test the feasibility and reliability. Thirdly, referring to the model's overall fitting evaluation index, the factor structure of higher vocational college graduates' employability model is verified and evaluated by confirmatory factor analysis and second-order factor analysis. Finally, in order to truly reflect the importance distribution of the required ability and to point out the preparation direction of Vocational College Students' ability improvement during school, the independent sample t-test or ANOVA test is used to analyze the differences with the individual characteristics of vocational college graduates (Gender, Registered residence, Political affiliation, Student leader experience, and Professional type) as the control variables.

IV. Research results

4.1. Sample characteristics

The demographic characteristics of the survey samples are described in <Table 1>. Among the respondents, 176 boys (39.02%) and 275 girls (60.98%) participated in the survey. The registered residence is 302 (66.96%) in rural areas and 149 in urban areas (33.04%). In the column of political outlook, there are 401 non-party members (88.91%). The distribution of professional types is all involved, and the ratio is relatively uniform.

<Table 1> The demographic characteristics of the sample in the structure of employment ability of higher vocational college graduates(n=451)

	Categories	Frequency (n)	Percentage (%)
Gender	male	176	39.02
	Female	275	60.98
Registered residence	The countryside	302	66.96
	Towns	149	33.04
Political affiliation	The masses	158	35.03
	League member	242	53.66
	Member of the Chinese Communist Party (reserve)	50	11.09
	United Front	1	0.22
Student leader experience	No experience	197	43.68
	Class leader	100	22.17
	Student leader of a secondary school or department	114	25.28
	The school's student leader	40	8.87
Professional type	Literature and history	68	15.08
	Economic Management	157	34.81
	Science and engineering	85	18.85
	Medicine	21	4.66
	Education	20	4.43
	Law and administration	7	1.55
	Foreign languages	14	3.10
	Agroforestry	14	3.10
Other	65	14.41	

4.2. Exploratory factor analysis of Vocational College Graduates' employability structure scale

Firstly, the KMO test and Bartlett spherical test are used to test whether the sample data is suitable for factor analysis. The larger the KMO value, the more common factors among variables, and the more suitable for factor analysis; if the KMO value is less than 0.5, it is not suitable for factor analysis (Wu, 2000). The KMO value of Higher Vocational College Graduates' employability structure scale is 0.979, and the significance of the Bartlett sphericity test is 0.000, as shown in <Table 2>. This shows that the sample data of this study is very suitable for factor analysis.

<Table 2> KMO and Bartlett test of structural evaluation of vocational college graduates employability

Kaiser-meyer-olkin measurement of sampling adequacy.		.979
Globular test of Bartlett's	Approximate Chi-Square	13223.658
	df	253
	Sig.	.000

Next, the reliability and validity test was carried out, and the principal component analysis method was used for factor analysis to verify. According to Kaiser's criterion, the five factors are extracted that the eigenvalue is more significant than 1, as shown in <Table 3> and <Table 4>. This study used Cronbach's alpha value to analyze the scale's validity, based on the theory put forward by scholars Nunnally (1978) and Devellis (1991). They think that the minimum Cronbach's alpha value is 0.70, which is reasonable. The larger the ratio is, the better the reliability is. It can be seen from <table 3> that the Cronbach's alpha values of the five dimensions of employability are more significant than 0.70. Therefore, the overall reliability and stability of each subscale of the questionnaire in this study are relatively high.

<Table 3> Structural factor load matrix and Cronbach's Alpha coefficient of vocational college graduates employability

		Composition matrix					Cronbach's Alpha
		1	2	3	4	5	
Self characteristics	Persistence	.928					.931
	Self-control Ability	.916					
	Self-confidence	.911					
	Self-supporting Ability	.904					
	Social capital	.766					
Knowledge and Skills	Computer Skills		.902				.913
	Professional Level		.898				
	English Skills		.890				
	Putonghua Skills		.873				
Problem-solving Ability	Interpersonal Skills			.927			.963
	Summary Ability			.924			
	Analysis and judgment Ability			.924			
	Language Ability			.919			
	Organization and coordination Ability			.917			
Occupational	Logical Thinking Ability			.904			.955
	Post Adaptation				.925		

Adaptability	Dedication				.924		
	Looking for Opportunities				.921		
	Teamwork				.919		
	Self-Regulation				.912		
Career Development Capability	Achievement Motivation				.937	.926	
	Learning Ability				.934		
	Innovation performance				.928		

The correlation analysis results showed that the correlation between subscales and between subscales and total scale were all greater than 0.7 and $P < 0.01$, reaching the significant level of 0.01.

<Table 4> correlation coefficient matrix among variables of employment ability of higher vocational college graduates

	Self characteristics	Knowledge and Skills	Problem-solving Ability	Occupational Adaptability	Career Development Ability	General employment capacity scale
Self characteristics	1					
Knowledge and Skills	.755**	1				
Problem-solving Ability	.867**	.809**	1			
Occupational Adaptability	.863**	.771**	.947**	1		
Career Development Ability	.851**	.756**	.919**	.938**	1	
General employment capacity scale	.928**	.867**	.974**	.966**	.947**	1

Note:** Significantly correlated at the .01 level (bilateral).

4.3 Hypothesis test

4.3.1. Verification of employability model of Higher Vocational College Graduates

According to <table 3>, it can be seen that the structure factor of Higher Vocational College Graduates' employability is apparent, and the projects contained in each factor have a higher load on this factor. The total variance explained amount of the extracted factors was 78.07%. It can be seen from <Table 4> that each factor's correlation coefficient is the lowest, 0.783, and $P < 0.01$, indicating that these factors have different degrees of significant

correlation. Therefore, the preliminary verification of "H1" and "H1a" passed.

4.3.1.1 Confirmatory factor analysis of the model

This paper uses amos25.0 software to do confirmatory factor analysis on the sample data of Higher Vocational College Graduates' employability structure, as shown in <Table 5> and <Table 6>.

First, the standardized path coefficient (i.e., factor load, judgment criteria: not less than 0.5, more than 0.6 is the acceptable level, and more than 0.7 is the ideal level) is > 0.6 , indicating that the factor load is both large. Second, AVE (Average Variance extract) is Extracted, which indicates that the latent variable has better convergence validity when it is more significant than 0.50. When CR is higher than 0.70, it indicates that the latent variable has better, and combinative reliability. It can be seen from Table 5 that the AVE and CR values of each dimension meet the standard. Thirdly, there are three kinds of evaluation indexes for model fitting (Wang Feng, 2018). According to the model fitting indicators of this study, as shown in <Table 6>, CMIN/DF value is 3.394, the interval is 1.0-5.0; RMSEA value is 0.073, less than 0.08; GFI, AGFI, CFI, NFI, IFI, PNFI, PCFI and other goodness of fit indicators are all above 0.8, which can be judged that the model constructed in this study has a good fitting, then H1 is established.

<Table 5> correlation coefficient matrix among variables of employment ability of higher vocational college graduates

Road	Unstandard	S.E.	C.R.	Standard	AVE	C.R.
SC5 <--- SC	1.000	-	-	.715	.7436	.9351
SC4 <--- SC	1.266	.066	19.120	.920		
SC3 <--- SC	1.255	.067	18.683	.897		
SC2 <--- SC	1.272	.070	18.283	.874		
SC1 <--- SC	1.303	.070	18.593	.890		
KAS4 <--- KAS	1.000	-	-	.828	.7254	.9135
KAS3 <--- KAS	1.033	.046	22.545	.864		
KAS2 <--- KAS	1.057	.047	22.515	.873		
KAS1 <--- KAS	.976	.046	21.295	.841		
PSA6 <--- PSA	1.000	-	-	.913	.8146	.9635
PSA5 <--- PSA	1.031	.031	32.918	.912		
PSA4 <--- PSA	.974	.030	32.390	.906		
PSA3 <--- PSA	.957	.032	29.780	.880		
PSA2 <--- PSA	.981	.030	32.233	.904		
PSA1 <--- PSA	.992	.031	31.668	.900		
OA5 <--- OA	1.000	-	-	.897	.8082	.9547

OA4	<---	OA	1.034	.034	30.406	.900		
OA3	<---	OA	1.032	.035	29.885	.895		
OA2	<---	OA	.993	.033	30.248	.899		
OA1	<---	OA	1.042	.034	30.606	.904		
CDA3	<---	CDA	1.000	-	-	.896		
CDA2	<---	CDA	.967	.033	28.993	.886	.8053	.9254
CDA1	<---	CDA	1.021	.033	31.013	.910		

<Table 6> correlation coefficient matrix among variables of employment ability of higher vocational college graduates

Indicators	CMIN/DF	RMSEA	RMR	GFI	AGFI	CFI	IFI	NFI	PNFI	PCFI
Value	3.394	0.073	0.038	0.879	0.848	0.960	0.960	0.945	0.821	0.835
Evaluation criteria	<5	<0.08	<0.05	>0.8	>0.8	>0.9	>0.9	>0.9	>0.8	>0.8

4.3.1.2 Second-order factor analysis validation of the model

The second-order confirmatory factor model is implemented by AMOS software. The second-order factor's load significance is more significant than 0.7, and the Cmin coefficient of the first-order factor and the second-order factor is 0.958, which means that the relationship between the first-order factors can be obtained entirely, and the model expression is well fitted. These five employability factors can be aggregated into the employability of vocational graduates. From < table 7 >, it can be seen that the ave and Cr values of each dimension meet the standard. Therefore, "H1b" is established.

<Table 7> The second-order CFA regression weight analysis of the employability structure of graduates in vocational colleges

Road	Unstandard	S.E.	C.R.	Standard	AVE	C.R.
SC <--- EA	1.000	-	-	.901	.8969	.9774
KAS <--- EA	1.127	.080	14.018	.844		
PSA <--- EA	1.397	.082	17.107	.988		
OA <--- EA	1.356	.080	16.983	1.000		
CDA <--- EA	1.384	.082	16.898	.992		
SC5 <--- SC	1.000	-	-	.713	.7431	9349
SC4 <--- SC	1.270	.067	19.075	.920		
SC3 <--- SC	1.259	.068	18.635	.897		
SC2 <--- SC	1.274	.070	18.204	.873		
SC1 <--- SC	1.307	.070	18.552	.891		
KAS4 <--- KAS	1.000	-	-	.822	.7255	.9135
KAS3 <--- KAS	1.042	.047	22.331	.866		
KAS2 <--- KAS	1.067	.048	22.320	.875		

KAS1	<---	KAS	.986	.047	21.155	.843		
PSA6	<---	PSA	1.000	-	-	.913		
PSA5	<---	PSA	1.032	.031	33.128	.913		
PSA4	<---	PSA	.976	.030	32.718	.909	.8143	.9634
PSA3	<---	PSA	.955	.032	29.759	.879		
PSA2	<---	PSA	.977	.030	32.106	.902		
PSA1	<---	PSA	.988	.031	31.519	.898		
OA5	<---	OA	1.000	-	-	.897		
OA4	<---	OA	1.032	.034	30.270	.899	.8079	.9546
OA3	<---	OA	1.030	.035	29.764	.893		
OA2	<---	OA	.995	.033	30.452	.901		
OA1	<---	OA	1.042	.034	30.612	.904		
CDA3	<---	CDA	1.000	-	-	.897		
CDA2	<---	CDA	.968	.033	29.188	.888	.8059	.9257
CDA1	<---	CDA	1.017	.033	30.862	.908		

4.3.2. Analysis on the difference of employability of higher vocational college graduates with different individual characteristics

According to higher vocational college graduates' different individual characteristics, an independent sample t-test or ANOVA method is used for further analysis and comparison. The analysis results are shown in <Table 8>.

<Table 8> Analysis on the Difference of Individual Characteristics of Graduates from Different Higher Vocational Colleges

Individual Characteristics		Item (M±SD)				
		Self characteristics	Knowledge and Skills	Problem-solving ability	Occupational Adaptability	Career Development Ability
Gender	Male	3.92±1.11	3.64±1.09	3.89±1.10	3.89±1.11	3.94±1.14
	Female	4.21±0.76	3.95±0.83	4.26±0.79	4.28±0.77	4.26±0.79
t		-3.01	-3.161	-3.852	-4.036	-3.275
P (* p<0.05 ** p<0.01)		0.003**	0.002**	0.000**	0.000**	0.001**
Registered residence	Countryside	4.12±0.89	3.82±0.91	4.14±0.89	4.16±0.89	4.18±0.90
	Towns	4.05±1.00	3.85±1.02	4.06±1.03	4.07±1.03	4.05±1.06
t		0.786	-0.275	0.815	0.986	1.345
P (* p<0.05 ** p<0.01)		0.432	0.783	0.415	0.325	0.179
Political affiliation	The masses	3.87±1.07	3.77±1.06	3.88±1.10	3.85±1.09	3.83±1.07
	Member of the Communist Youth League	4.21±0.84	3.85±0.88	4.24±0.84	4.28±0.83	4.29±0.85

	Member of the Communist Party of China	4.23±0.68	3.93±0.92	4.26±0.76	4.30±0.68	4.34±0.80
	Member of the democratic party	5.00±null	3.50±null	4.67±null	4.80±null	5.00±null
F		5.175	0.465	5.144	7.873	8.882
P (* p<0.05 ** p<0.01)		0.002**	0.707	0.002**	0.000**	0.000**
Student leader experience	Not a student leader	4.10±0.91	3.79±0.92	4.11±0.89	4.13±0.89	4.14±0.93
	Class Student Leader	3.92±1.13	3.64±1.10	3.92±1.16	3.93±1.18	3.90±1.19
	Faculty Student Leader	4.25±0.73	4.03±0.81	4.28±0.74	4.29±0.73	4.34±0.73
	School-level student leaders	4.12±0.89	3.94±0.92	4.16±1.04	4.17±0.94	4.16±0.91
F		2.17	3.402	2.644	2.754	3.834
P (* p<0.05 ** p<0.01)		0.091	0.018*	0.049*	0.042*	0.010**
Professional Type	Literature and History	4.11±0.69	4.02±0.76	4.09±0.74	4.12±0.72	4.13±0.71
	Economic Management	4.20±0.86	3.79±0.97	4.24±0.91	4.29±0.90	4.28±0.94
	Science and Engineering	4.04±1.00	3.80±0.91	4.12±0.90	4.05±0.92	4.11±0.95
	Medical	3.63±1.16	3.52±1.35	3.58±1.34	3.58±1.22	3.49±1.12
	Education	3.91±1.10	3.86±1.07	3.83±1.12	3.70±1.13	3.73±1.15
	Law and administration	3.60±1.51	3.54±1.42	3.62±1.31	3.69±1.38	3.71±1.43
	Foreign languages	3.74±1.34	3.79±1.15	3.89±1.43	3.81±1.22	3.86±1.33
	Agroforestry	4.19±0.93	3.96±0.97	3.95±1.06	3.99±0.97	3.98±1.02
Other	4.24±0.83	3.87±0.83	4.24±0.80	4.32±0.83	4.31±0.85	
F		1.826	0.794	2.007	2.892	2.833
P (* p<0.05 ** p<0.01)		0.07	0.608	0.044*	0.004**	0.004**

4.3.2.1 Comparative analysis on the differences of "gender."

The data shows that gender has a significant level of 0.01 ($t = -3.010$, $P = 0.003$) for their characteristics, and the specific comparison shows that the average value of men (3.92) is significantly lower than that of females (4.21). For knowledge and skills showed a significant level of 0.01 ($t = -3.161$, $P = 0.002$), as well as the specific comparison difference, the average value of male (3.64), will be significantly lower than the average value of female (3.95). The average value of problem-solving ability showed a significant level of 0.01 ($t = -3.852$, $P = 0.000$), and the specific comparison difference showed that the average value of male (3.89) was significantly lower than that of female (4.26). The average value of occupational adaptability showed a significant level of 0.01 ($t = -4.036$, $P = 0.000$), and the specific comparison showed that the average value of men (3.89) was significantly lower than that of females (4.28). Then "H2a" is established.

4.3.2.2 Comparative analysis on the differences of "registered residence."

From the above table, we can see that using a t-test to study registered residence sites will not show any significant dimensions in these five aspects ($p > 0.05$). They all show consistency and no difference. In other words, no matter whether the family of higher vocational students is towns or countryside, their employability will not show a significant difference. Therefore, "H2b" is not supported.

4.3.2.3 Comparative analysis on the differences of "political affiliation."

The items were compared using an analysis of variance. According to the data results, the political outlook of higher vocational college graduates will not show a significant difference in "knowledge and skills" ($P > 0.05$), but a significant difference in "self characteristics, problem-solving ability, occupational adaptability, and career development ability." Specific analysis shows that: in their self characteristics ($F = 5.175$, $P = 0.002$), problem-solving ability ($F = 5.144$, $P = 0.002$), occupational adaptability ($F = 7.873$, $P = 0.000$), career development ability ($F = 8.882$, $P = 0.000$) showed a significant level of 0.01. The comparison results of the average scores of groups with obvious differences are "League members > the masses, Party members > the masses." Then "H2c" is established.

4.3.2.4 Comparative analysis on the differences of "student leader experience."

The data shows that there is no difference in the characteristics of student leaders. The other four items showed a significant difference ($P < 0.05$). The specific analysis shows that: the average of knowledge and skills shows a significant level of 0.05 ($F = 3.402$, $P = 0.018$),

and the average score of groups with obvious differences is "College (Department) level student leader > never served, College (Department) level student leader > class student leader." The average value of problem-solving ability showed a significant level of 0.05 ($F = 2.644$, $P = 0.049$). The average score of the groups with obvious differences was "College (Department) level student leaders > class student leaders." The average score of occupational adaptability showed a significant level of 0.05 ($F = 2.754$, $P = 0.042$). The average score of the groups with obvious differences was "College (Department) level student leaders > class student leaders." The average score of career development ability showed 0.01 level significance ($F = 3.834$, $P = 0.010$), and the average score of groups with obvious differences was "not served as > class student leader; College (Department) student leader > class student leader." Then "H2d" is established.

4.3.2.5 Comparative analysis on the differences of "professional-type."

As shown in the table above, there was no significant difference in the two specialty types to their self characteristics, knowledge, and skills ($P > 0.05$). There are significant differences in problem-solving ability, occupational adaptability, and career development ability ($P < 0.05$), which means that there are differences in problem-solving ability, occupational adaptability, and career development ability among different professional types samples. The specific analysis shows that: in the problem-solving ability, there is a significant level of 0.05 ($F = 2.007$, $P = 0.044$), and the average score of the groups with obvious differences is "literature and history > medicine, economics and Management > medicine, science, and Engineering > medicine, others > medicine." The average of occupational adaptability showed a significant level of 0.01 ($F = 2.892$, $P = 0.004$). The comparison results of the average scores of the groups with obvious differences were "literature and history > medicine, economics and Management > medicine, economics and Management > education, science and Engineering > medicine, others > medicine, others > Education." The average of career development ability showed a significant level of 0.01 ($F = 2.833$, $P = 0.004$). The comparison results of the average scores of the groups with obvious differences were "literature and history > medicine, economics and Management > medicine, economics and Management > education, science and Engineering > medicine, others > medicine, others > Education." Then "H2d" is established.

4.4 Summary of hypothesis testing

<Table 9> summary of hypothesis testing

The hypothesis put forward	Verification results
H1: The employability of local vocational college graduates can be measured by factor analysis.	Support
H1a: The employability of local vocational college graduates can be explained and measured by five dimensions.	Support
H1b: The five dimensions of Vocational College Graduates' employability can be fitted by second-order confirmatory factor analysis.	Support
H2: Political affiliation, gender, registered residence, political status, student leader experience, and professional attributes of Vocational College Graduates' employability vary significantly.	Partial support
H2a: There are significant gender differences in the employability of higher vocational college graduates.	Support
H2b: There is a significant difference in graduates' employment ability from vocational colleges registered residence.	Reject
H2c: There are significant differences in the "Political affiliation" of Vocational College Graduates' employability.	Support
H2d: There are significant differences in the "Student leader experience" of Vocational College Graduates' employability.	Support
H2e: There are significant differences in graduates' employment ability in Higher Vocational Colleges in terms of "professional-type."	Support

V. Conclusion and discussion point

5.1 Research conclusions

First, the employability model of higher vocational college graduates is a five-dimensional structure including 23 competency characteristics. The five dimensions are their self characteristics, knowledge and skills, problem-solving ability, occupational adaptability, and career development ability. The data obtained through the questionnaire survey can well confirm the model.

Secondly, taking the different individual characteristics of higher vocational college graduates (gender, registered residence, political affiliation, student leader experience, and professional type) as variables, this paper compares the differences in higher vocational college graduates' employability. The results show that the gender of higher vocational college graduates has a more significant impact on their employability, and the employability of women is more potent than that of men. There is no significant difference in employability

between the registered residence of higher vocational college graduates. There are significant differences in higher vocational college graduates' employability regarding their political affiliation, student leader experience, and professional type.

5.2 Implications

Higher vocational college graduates' employment is a personal problem of higher vocational college graduates and reflects the quality of sustainable talent training in higher vocational colleges. It also involves the macro-control of China's policies and systems and social stability and harmony (Li, 2013). Therefore, this study puts forward the following suggestions:

First of all, this study constructs and verifies the structure model of Higher Vocational College Graduates' employability, which provides positive guidance for systematically cultivating and improving higher vocational college graduates' employability and improving their employment performance. Improve the employability and professional quality of graduates, and implement the "whole process employment guidance." From the first year of University, vocational education and guidance should be carried out, and this kind of education and guidance should run through the whole process of university learning. College students should pay attention to their career development from enrollment and then implement it according to career planning (Chen, 2005). Therefore, to enhance the employability of higher vocational college graduates, we can establish a three-dimensional employment guidance system, focusing on classroom teaching and extracurricular practice, taking various teaching service platforms as the starting point, theoretical research and team building as the guarantee, and comprehensively implement the "whole process" employment guidance.

Secondly, strengthen the cultivation and improvement of the human capital of higher vocational college graduates. Some students feel that their knowledge in school is partial to theory, challenging to transform and reflect in practical work. Human capital has a positive impact on employment (Zhang, 2020). Higher vocational college graduates' political outlook, student leaders' experience, and other human capital can be achieved through school efforts. Therefore, vocational college graduates should first determine the direction and goal of their efforts at the beginning of enrollment. We should follow the basic principles and values, seriously study professional knowledge and skills, take lectures and eloquence courses, participate in academic lectures, community activities, knowledge competitions, and other campus cultural activities, and improve our comprehensive quality and communication ability,

organization, and coordination. In the process of accumulating experience, he is good at discovering and learning. We should strengthen the cultivation of innovation ability and enrich our human capital. Only by making a scientific and reasonable career development plan for one's development can one obtain the sustainable development of one's career.

Third, the major of higher vocational college graduates is determined at the time of admission. Therefore, we should strengthen the professional construction and curriculum reform and strengthen the basic knowledge of higher vocational graduates from the source. In higher vocational colleges' teaching management, we should pay close attention to the industry's feedback and economic and social development, understand the required majors, adjust or modify the significant settings in time, and retain the majors closely related to social needs. It mainly includes adjusting the enrollment plan, appropriately reducing the number of students with relatively narrow employment, and increasing the number of students with significant social demand within a certain period and setting up new majors, adjusting the current majors, adding minor majors, and formulating double degrees and other measures. The specialty structure adjustment should be based on the discipline and combined with the information according to the social needs and market feedback. The optimization of specialty structure should be combined with the national needs for different levels and types of professional and technical talents, and the adjustment of specialty structure should be combined with the differences of regional economic development to re-examine and consider the specialty setting of colleges and universities (Cheng, 2009)). At the same time, we should build a teaching demonstration base, attract employers to participate in the design of talent training, increase professional, excellent teachers, improve the teaching level so that vocational college graduates can be guaranteed in the process of improving their employability. We should strengthen cooperation in curriculum construction, teaching plan formulation, teaching implementation, and other aspects, create professional characteristics so that vocational college graduates can go deep into the employer's enterprise practice during their study in school, master the relevant management and service system, to improve their professional skills and service level.

5.3 Research limitations and prospects

First of all, this study's survey data only reflects the employability of higher vocational college graduates in one region, and the applicability of the employability of higher vocational college graduates nationwide needs to be further verified.

Secondly, this paper only studies the micro perspective of higher vocational college

graduates' characteristics, but not in-depth in multiple analysis and comparison. In the later stage, we will further study the interaction between dimensions. In addition to these dimensions, higher vocational college graduates' employability may also be affected by the social and economic situation, the labor market's perfection, and the government's employment policies and systems. This study has some limitations. Future studies can incorporate these into the research framework to make the research results more accurate.

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중국 지방 고등직업학교 졸업생들의 취업 능력평가에 관한 연구

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국문요약

대학생의 취업능력은 국내 외 학계에서 주목받는 핫 이슈이다. 본 연구는 국내 외 기존의 학술 성과에 대한 정리와 통합연구를 통해 중국 대학생들의 취업 능력 구성요소와 구조적 차원을 정리하고 분석해 보았다. 일반적으로 고등교육은 전문대학, 학부, 석사 연구생, 박사 연구생 등 네 가지 유형으로 분류되기 때문에 그에 따른 취업 능력도 어느 정도 차이가 있을 것이다. 본 연구는 중국의 전문대학 졸업생을 대상으로 문헌조사, 설문조사 및 이를 통한 Spss, Amos 통계 분석을 활용하여 전문대학 졸업생의 취업능력 구조 모델을 탐색하고 실증적으로 분석해 구축해 보았다. 이 모델은 '자신의 특징, 지식과 기능, 문제처리능력, 직업적응능력과 직업발전능력'으로 구성된 5차원 구조로 23가지 직무 역량 특징을 포함한다. 451부의 유효한 설문지를 탐색적 요인 분석, 검증적 요인 분석과 2단계 요인분석을 통해 모델을 검증할 수 있었다. 이러한 구조를 바탕으로 전문대학 졸업생의 서로 다른 개인 특징에 따라 표본 t 검정과 분산분석 방법 등으로 성별, 소재지, 정치적 경향, 학생간부경력과 전문 유형 등 5 가지 측면에서 차이성 분석을 실시하였다. 고위직 졸업생의 성별, 정치적 경향, 학생 리더의 직무경력 과 전공 속성은 취업 능력에 있어 현저한 차이가 존재하고 소재지에는 현저한 차이가 존재하지 않았다. 본 연구는 전문대학 졸업생의 취업 능력의 구조적 특징을 더욱 명확하게 밝히고 대학생 취업능력의 이론연구를 풍부화시켜 취업능력의 복잡한 구조를 깊이 이해하는데 적극적인 기여를 했다고 판단된다. 동시에 고등교육기관의 인재육성과 관련된 공급측면 개혁필요성, 대학생 취업능력 육성의 최적화전략, 대학생 취업 수요매칭 추진 등에 유익한 방향을 제공하였다.

주제어 : 전문대학, 대학 졸업생, 취업, 취업 능력.

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