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Academic Factors on Employment Competitiveness

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Abstract

University students as a group of higher quality in the society, are the hope of the country, is the pillar of the future society, their current employment situation naturally caused the government and people of insight from all walks of life highly concerned. In order to solve the problem of university students' employment difficulty, the country has adopted a series of policies and measures, such as university students' village official selection, university students' volunteer service plan in the west and so on, however,it has not fundamentally changed the problem of difficult employment for students. In order to improving university student's employment competitiveness according to their situation and making greater and higher quality contributions to society before entering society,researchers make up a study which take the university students on Hunan Women's University campus as the main research object. Carrying on this topic under the current background has important theoretical and practical significance.For students, this study will remind the graduates that getting a better grade on campus doesn't mean that they will succeed in finding a good job. For teachers, this study will be helpful for the teachers because it will provide them with ideas and information on the kinds of students they have based on their ethics and values. For school administrators, this study would serve as a reference for school administrators as their basis in developing programs for their students. For future researchers, this study will serve as a reference for future researchers who are working on similar topics.

Keywords

Creativity; Unemployment; University Education.

1. Chapter 1: The Problem and its Setting

1.1 Introduction

In China, a university education has long been associated with high social status and good career prospects. However, with the expansion of higher education since 1999, graduate unemployment has become a problem. Compared with other countries, China's higher education resources are still limited. The expansion is aimed at boosting China's human capital and competitiveness. However, the curriculum is disconnected from the needs of society. Graduates lack the skills employers want. Some believe the problem stems from graduates wanting only well-paying jobs and avoiding small companies or rural areas. Proposed solutions include graduates adjusting expectations and university reform plans to meet social needs.

1.2 Background of the Study

Despite the government's efforts, graduate unemployment remains a problem in China. As a PhD student attending a job fair, I witnessed the fierce competition first hand. This inspired my research on the employability of graduates from Hunan Women's University. The goal is to identify the unique qualities that make graduates competitive so that they can develop these qualities before entering the

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Labour market. Investigating employment behavior will provide insight into how students maximize their career potential and contributions to society.

1.3 Statement of the Problem

This study aims to explore the unemployment problem of Chinese college students. It will examine the student profile and its assessment of factors that affect employability, including teacher quality, curriculum and personal skills. Differences based on student characteristics will be analyzed. It will assess general ability, teamwork and career planning as predictors of employability. The goal is to identify the relationship between educational factors and employment outcomes and to provide recommendations to improve students' career readiness and competitiveness.

1.4 Scope and Delimitation of the Study

The purpose of this study is to explore the employment competitiveness of Chinese graduates. It will examine recruitment issues and employability concepts from the perspective of 300 students, administrators and faculty at Hunan Women's University. The goal is to identify areas for improvement and provide job-seeking graduates with insights into appropriate workplace behavior and personal behavior. The target respondents are those doing graduate work at universities.

2. Chapter II: Literature Review and Guiding Framework

2.1 Review of Related Literature and Studies

The development path of University Student Employability (USEA) refers to how universities coordinate factors to improve students' employability. Wu Xinzhong evaluates employment quality from the perspective of graduates' work (Wu Xinzhong, 2017). Universities need reform to improve organizational competitiveness and service efficiency. Market factors and competition mechanisms are the forces affecting the development of higher education, leading universities to consider reputation, efficiency, student quality, research strength, etc., and establish a service-oriented policy. Reform is necessary to meet challenges and pressures.

To foster and improve USEA, universities must align industry needs with student development, focusing on training objectives, curricula, teaching methods, faculty, employer relations, career guidance, and student assessment. Path innovation should include: establishing innovation training objectives according to market and social needs; Adopting innovative management, operations and organizational models; Promote talent innovation; And use modern information technology for feedback and

Existing research focuses on the perspectives of employers and students, such as assessing college students' employability and satisfaction with training activities (Ma Yongxia, Zhang Xue, Shi Han; 2019). Vocational education in higher education should go beyond operational skills and develop employability. Universities should prioritize vocational education and employability, even if they focus primarily on academic education. The dynamic approach developed by USEA involves goal setting, implementation measures and evaluation of results achieved through organizational innovation.

Implementation measures include target, management, personnel, system innovation, coordination factors, to achieve employment goals. Target innovation combines external opportunities and threats with internal strengths and resources to establish appropriate employment goals and strategies. Management innovation involves designing professional environment, curriculum system, career guidance and employer interaction mechanism. Talent innovation focuses on changing teachers' attitudes, skills and expectations. Institutional innovation involves the establishment of evaluation mechanisms to test the achievement and effectiveness of goals.

In summary, the University should follow the dynamic process of USEA development, including goal setting, implementation measures, and evaluation of results. Goal, management, personnel and system innovation are the key factors to coordinate and achieve employment goals.

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2.2 Theoretical/Conceptual Framework

Table 1. Theoretical/Conceptual Framework

Dimensional	Indexes	Source
Knowledge	Professional Knowledge	Davis et al., 2002; UKCES, 2009;
	Professional Skills	Interview Davis ETAL. 2002; UKCES, 2009; interview
	Interdisciplinary Knowledge	Chen Yong et al., 2010; Zou Xiaodong et al.,2010;
General skills	Communication Skills	HEA, 2006; CBI,2009; Yang Xiaonan,
	Team Work and Management Skills	Yang Xiaonan,2011; Little, 2011; Ruth,2009;
	Information Management Ability	Husain et al.,2010;
	Innovation and Entrepreneurship	Mitra et al.,2011; Ruth,2009;
	Learning Ability	Knight&Yorke, 2004
	Ability to develop innovative solutions skills	HEA,2006; CBI,2009;
	Ability to identify problems independently	Jin Xiaoya, 2009; CB1, 2009;
	Honesty and integrity	Jin Xiaoya, 2009;
	Handle Stress correctly	Jaeger,2003; Zhang Hongru,2011
	A balanced work/life attitude	Mayer et al.,2004; Zhang Hongru,2011
	Honor the Quality of Commitment	Mayer et al.,2004; Zhang Hongru,2011
	Gumption (Initiative)	Zhang Hongru,2011
	Responsibility	Zhang Hongru,2011
Career planning Ability	Ability to identify the overall situation of the labor market	Wilton,2008;
	Identification of industry employment market conditions	Tomlinson,2007; Tomlinson,2008;
	Career 0rientation	Tomlinson,2007; Tomlinson,2008;
	Demonstrate career-Related Skills (e.g., resume writing, ability to obtain employment information)	Tomlinson,2007; Tomlinson,2008;
	Knowledge of career choice and development	Tomlinson,2007; Tomlinson,2008;

2.3 Research Paradigm

Figure 1 in the study shows the research process. HWU graduates are independent variables. Based on the results of confirmatory factor analysis in the existing literature, the researchers selected three ability factors: professional knowledge, general skills, and career planning skills. Professional knowledge refers to the theoretical basis required by the profession. General skills may include communication and innovation. Good qualities include good moral character, stress management and work/life balance. Career planning ability is important for making appropriate career choices.

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The purpose of this study is to clarify the concept and components of college students' employability in order to improve the quality of talent training in Chinese universities. The definition and structure of college students' employability are deeply studied. In addition, this study will also discuss the influencing factors of college students' employability and the development path of college students' employability from the perspective of employability development. This study will provide theoretical support and empirical analysis, which is currently lacking in the existing literature.

In addition, the study also emphasizes the lack of comprehensive analysis and systematic research on college students' employability in domestic literature. The relationship between the influencing factors of employability and the structural factors has not been deeply explored or quantitatively analyzed. Through the combination of quantitative empirical analysis and the study of typical cases, the research method can be improved.

2.4 Hypotheses

The following terms are clearly defined in this study to give the readers an idea of how they are operationally used in the context of this study.

Career planning ability. In this study is of great significance, career choice is everyone's freedom. According to their conditions and needs to choose the right occupation and post not only helps university graduates to realize themselves, but also can make due contributions to the society.

Extreme Learning Machine Extreme learning machine (ELM) model of the network structure with single hidden layer feedforward neural network (SLFN), just in the stage of training to test is no longer the traditional neural network based on gradient algorithm (propagation) and USES the random deviation, the weights of the input layer and the output layer weights are calculated by generalized inverse matrix theory. After the weights and deviations on all network nodes are obtained, the training of the extreme learning machine (ELM) is completed. Then, when the test data comes, the network output can be calculated using the weights of the output layer just obtained to complete the prediction of the data.

Employability. In this study, this refers to the new people in the workplace who are facing the transition from campus environment to workplace environment, from the student role to professional role, from learning ability to workability extension.

Graduates. As used in this study, it refers to those who adapt to the changes in the job market. The employability of contemporary college students mainly refers to the ability to realize their ideal of employment, meet social needs and realize their value. It is mainly reflected in whether the career goals of college students are clear, whether the knowledge and skills are solid, whether the employment mentality is correct, whether they have the practical ability to adapt to the post, etc.

General skills. It may include communication skills or the ability to innovate. , students can improve their interpersonal skills, not only will people have less conflict with others, but they will also have more pleasant experiences with others.

Graduation practice. As used in this study, it refers to the students before graduation, that is, after learning the complete part of the course to participate in the practice site to some practical work, through the comprehensive use of all professional knowledge and relevant basic knowledge to solve professional and technical problems, to obtain the ability to work independently, in thought, business to get a comprehensive exercise. And further master the practical teaching form of professional technology. It is often a preparatory teaching link associated with the graduation project (or graduation thesis).

Professional knowledge. The theoretical foundation. No matter what profession we are engaged in, the first thing we need to do is to lay a good knowledge foundation.

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3. Chapter III: Methodology

3.1 Research Design

It is of great significance and value to discuss and study the employment of college students. However, using only one view does not fully explain the reasons for the graduate employment problem. A comprehensive, multidisciplinary approach is needed to analyse these issues in depth and explain them thoroughly. While it is impossible for one person to complete this work in a short time, previous fruitful research by senior economists has provided useful results and data. Therefore, within my limited range of qualifications, my goal is to systematically analyze employment difficulties from multiple perspectives in order to help Chinese university graduates achieve the research goal of more full employment.

The study adopted a purposeful sampling method. The literature review involves collating historical data on Chinese overseas employment law and experience. The questionnaire obtained first-hand information from universities, especially those in Hunan, to scientifically understand students' expectations. Statistical and mathematical analysis induced by survey data deepens the quantitative integration of theory and practice. In short, this paper combines exposition and induction through a standardized analysis of experience, mathematics and empiricism.

3.2 Research Locale and Research Participants

The survey was conducted at Hunan Women's University in Changsha, Hunan Province, China, from 30 January 2021 to 240 June 2022. Data is collected by the university's recruitment, employment, academic and alumni offices. The researchers and <> students distributed questionnaires to <> students in middle schools, classrooms, libraries, cafeterias, and other campus locations.

In order to enhance universality and credibility, the range of measurements reasonably chosen covers different subject categories, such as arts, sciences, industry, agriculture, and commerce. The influence of the student's region of origin, gender ratio, arts/sciences and major Settings is taken into account. In general, stratified sampling was used after taking into account the above conditions to ensure good representation of the questionnaire.

3.3 Sampling Method

The purposive sampling method will be adopted in this study. Literature study method, that is, through to the relevant historical materials widely collected, sorting, identification, analysis, which demonstrates the historical change of Chinese university students' employment laws, and preferable experience and the existing main problems at the same time, using this method, for the western education on university students' employment problems in the developed countries experience, theory, and lessons.

Survey method: Through questionnaires, interviews, and other survey methods, we will obtain first-hand real information about Chinese colleges and universities (especially those in Hunan Province), to scientifically, reasonably, objectively, and impartially obtain the expectations and wishes of college students in employment.

3.4 Data Gathering Procedure

The study involved several stages of designing the questionnaire:

First of all, an extensive literature review of domestic and international research is conducted, which helps to absorb relevant content and design measurement items according to chapter themes;

Second, seek the opinions of university research experts on the project design, wording and format of the first draft.

Third, the pre-test distributed 25 preliminary questionnaires on a small scale to gather feedback, mainly from university students working in enterprises. Answers help to moderate the items that cause difficulties or deviations. The style and wording were also redesigned to form the final draft.

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The questionnaire focuses on the employability components that affect college students' employment and career development. It aims to obtain valid data through project design, including: personal competence; Key links in developing employability; And basic interviewee information. Literature reviews, expert consultations, and pre-testing help design final tools for gathering insights specifically targeted to research objectives.

3.5 Research Instrument

This study used the collected data for analysis to deepen understanding of:

The induction and analysis of mathematical statistics and survey data realize the integration of qualitative and quantitative theory and practice. With the combination of empirical and normative, more scientific and real results can be obtained.

Research methods Through standardized theoretical and empirical analysis as well as mathematical and qualitative analysis, theoretical exposition is combined with practical induction.

The data attribute information is encoded by preprocessing, and the numerical data is standardized. The pre-processed data trains the Extreme Learning Machine (ELM) multilayer neural network model.

The ELM algorithm implements a three-layer network with fully connected input layer, hidden layer and output layer. The hidden layer activation function is sigmoid.

After model training, the results predict the employment competitiveness of college students. Perform error analysis and evaluation.

Finally, based on the forecast results, combined with the theory of human capital, core competence and ability, the author puts forward some suggestions to improve the level of graduates.

3.6 Data Analysis Procedure

Overall is the whole of the research object, the research object of this paper is HWU graduates. The whole group of undergraduate graduates is very complex, huge, and extensive, and all of them constitute the theoretical whole of this paper. As Fan Bainai and LAN Zhiyong (2008) pointed out, the theoretical totality is often virtual, not a real and operable totality. The available population is the real, concrete, and operable population. The empirical analysis of the influencing factors of college students' employability is necessary for the research design. From the perspective of the destination of China's existing university graduates, mainly in enterprise employment and development. Mycosis survey of the class of 2010 shows that 86% of college graduates are employed by enterprises, so the study in this paper is generally determined as college graduates of enterprises. Fan Bainai and LAN Zhiyong (2008) believe that research sampling is to select some representative individuals from a population as research samples. Sampling in research design is a highly technical work and must be carefully considered by researchers to obtain accurate and reliable information. Therefore, based on various sampling methods, this paper adopts the method of random sampling to survey HWU fresh graduates through graduates.

3.7 Ethical Considerations

Because the research on student employability is comprehensive and dynamic, it is difficult to fully explore it. How best to measure the strength of employability deserves further study, beyond this paper's focus on components and development paths.

It remains to be seen whether undergraduate students in different majors differ in scope and composition. Different development routes and measures across disciplines also need to be studied more closely. Clarifying these issues involves developing practical, applicable recommendations.

Overall, student employability has become an important issue for universities in both theory and practice. The researchers expect more empirical work soon. This study aims to assist employability theory while guiding institutional practice, hoping to inform future research directions through deeper collaboration.

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3.8 Statistical Treatment of the Data

The study employed several statistical techniques to facilitate accurate analysis:

The simple average determines the central tendency by adding all data points together and dividing by the total, providing an average

The percentage distribution shows a single frequency, expressed as a percentage of the total (100%), used to understand the demographic profile percentage.

The frequency distribution tabulates each of the different data values that appear in the data set.

Frequency and percentage distributions represent relative response frequencies and identify totals in data packets. This involves calculating an instance of satisfaction for each data point and then representing the total. The frequency distribution lists each different value and the number of times it occurs. The size of the interval depends on the statistics being analyzed.

Together, these methods analyse, tabulate and interpret the data collected to determine employment competitiveness projections in a streamlined but meaningful manner suitable for the purposes of the study.

4. Chapter IV: Results, Analysis, and Interpretation

4.1 Profile of the Respondents

Table 2. Profile of Respondents in terms of Sex

Sex	Frequency	Percentage
Female	132	55%
Male	108	45%
Total	240	100.0

Table 2 shows that of the 55 student respondents, 132% (240) were female, while 45% (108) were male. These indices were previously screened through a hierarchical analysis process to ensure a close relationship with the competitiveness of college students, verifying the sample size.

This distribution suggests slightly more female participants. According to the literature, the most important change in China over the past decade is that women now surpass men in education. While the post-80s/post-90s population growth favors men, universities are increasingly enrolling more women.

One plausible explanation is that intense labor competition and prominent gender discrimination force women to pursue higher education and qualifications harder. By getting more education in a challenging environment, this provides better opportunities or partners. The selection process and the gender distribution of the sample help to accurately assess the competitiveness factors of the student population.

4.2 Department Affiliation

Table 3. Department Affiliation (arts / science) profile of respondents

DepartmentAffiliation	Frequency	Percentage (%)
Science	140	58.3
Arts	100	41.7
Total	240	100.0

Table 3 shows a similar distribution between disciplines, with 3.140% (240) of 58 respondents studying science and 41.7% (100) studying liberal arts. Since the index was previously screened by an analytical hierarchy to ensure a relationship with competitiveness, the sample size was validated.

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This distribution reflects the fact that the university has more science students than liberal arts students. Previous surveys have found that annual enrollments in the sciences far exceed those in the liberal arts because of the many science jobs offered by society. Graduates with a science background are reported to be better employed than those with a liberal arts background, offering different future career paths.

Liberal arts positions seek opportunities through work experience or promotion policy support, as career stability strictly limits natural career progression. This greatly limits student achievement. The selection process and subject segmentation support an effective assessment of the factors affecting the competitiveness of different student groups.

Table 4. Age profile of respondents

Age	Frequency	Percentage(%)
18years	20	8.3
19 years	20	8.3
20 years	78	32.5
21 years	122	50.9
total	240	100.0

Table 4 shows the age profile of the respondents. Of the 240 students:

Those aged 18 and 19 accounted for 8.3% each.

78 people aged 20 (50.9% of the total).

21 years old, 122 people.

This shows that in the Chinese education system:

Undergraduates usually start university at the age of 18.

Third graders are usually 20 years old.

Recent graduates are generally 21 years old.

This aligns with the standard schedule for most students who progress through higher education. The age distribution verifies that the sample is representative of the usual college student population and experiences in the home environment.

Table 5. Assessment of Respondents on Student Competitiveness in terms of Teacher team level

Teacher team level	Mean	Standard Deviation	Interpretation
Title and education structure	4.5	0.7	always
Scientific research academic level	4.3	0.8	always
teacher-student ratio	3.6	0.6	often
teaching engagement	4.3	0.7	always
teaching ability	4.1	0.8	often
education and training	2.9	0.6	occasional
international intercourse	2.9	0.8	occasional
ethics	4.5	0.7	always
Composite Mean	3.8		often

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Description: 4.20-5 is always; 3.40-4.19 frequently; 2.60-3. 39 occasional ; 1.80-2.59 rarely ; 1.00 - 1.79 Never.

Table 5 shows teacher assessment data on student ability improvement processed through descriptive statistics such as mean and standard difference.

"Job title/education" (4.5) has the highest weighted average, while "education/training" and "international exchange" have the lowest scores (2.9).

Indicators 1, 2, 4 and 8 are always effective for improving competitiveness, while indicators 5 and 7 are often effective. This reaffirms the help of teachers.

High scores on indicators 1,2,4,8 indicate higher titles/educational attainment, representation, and attention to students are more beneficial. The quality of research shows that better academic standing helps students. Morality is also important - strong abilities without character can seriously affect students. Active training of students will bring great progress.

Respondents believe that teachers are the key to talent training, and excellent teachers successfully guide students to develop their thinking through rich knowledge and comprehensive qualities. Morality and research ability are effective evaluation indexes. University interdisciplinary extension can strengthen research skills and teaching standards.

Table 6. Assessment of Respondents on Student Competitiveness in terms of Teaching Level

Teaching level	Mean	Standard Deviation	Interpretation
quality of teaching material	4.3	0.7	always
organization and implementation of teaching	4.1	0.7	often
teaching efficiency	2.9	0.8	occasional
educational practice	3.1	0.6	occasional
teaching resource	3.1	0.6	occasional
Composite Mean	3.5		often

Table 6 shows that mean and standard deviation were used to process quantitative teacher data.

The highest weighted mean was 'teaching material quality' (4.3), always effectively improving competitiveness. 'Teaching efficiency' scored 2.5, with indicator 2 often effective.

The high scores for indicators 1 and 2 demonstrated good teaching quality - actively communicating teaching/learning, clarifying keys/difficulties to grasp successfully completing lessons. Students thus master knowledge while thinking actively, benefiting development.

Course organization and school implementation are also important with many courses. Reasonable arrangement avoiding repetition saves student time for developing other strengths.

Molico (2005) proposed capacity building through coordinated teaching methods, means and evaluation. Qi Xiaoqing (2006) believes development requires determining teaching objectives, implementation and evaluation. Professor Lin Hongxin noted classroom teaching is the primary form/means of university cultivation, its quality directly affecting training quality. Improving classroom quality fundamentally improves training quality.

Description : 4.20-5 is always ; 3.40-4.19 frequently; 2.60-3. 39 occasional ; 1.80-2.59 rarely ; 1.00 - 1.79 Never.

Table 7 shows curriculum indicators assessed using descriptive statistics.

'Professional reputation' received the highest weighted average (4.6). 'School Excellent Courses' scored lowest (3.0).

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Indicators 1,3,4 always effectively enhanced competitiveness, illustrating curriculum arrangements impact students.

Table 7. Assessment of Respondents on Student Competitiveness in terms of Course Level

Course level	Mean	Standard Deviation	Interpretation
general education curriculum	4.2	0.8	always
School Excellent Courses	3.0	0.6	occasional
professional reputation	4.6	0.7	always
specialized course	4.4	0.8	always
Composite Mean	4.1		always

The high scores for indicators 3,4 showed current occupation largely depends on major. Employment reports show differences between major competitiveness - software, computer science, intelligent technologies ranked top 3 with good prospects and competitiveness. General education is also believed important for cultivating interests, knowledge, and analytical/decision-making abilities.

Liu (2010) believed some universities pursue broad, comprehensive majors but lack teachers, resources, resulting in poorly developed new majors and inability to concentrate on original strengths - lowering graduate quality, ability. DacrePool & Sewell (2007) first mentioned professional learning in the Career EDGE employability structure model. Ramlietal (2010) proposed refining professional courses to better improve understanding.

Table 8. Assessment of Respondents on Student Competitiveness in terms of Individual Level

Individual level	Mean	Standard Deviation	Interpretation
professional certificate	4.1	0.9	often
outstanding results	4.2	0.8	always
paper quality	2.7	0.75	occasional
ideological and moral	4.1	0.9	often
Body measurement index	4.5	0.75	always
Composite Mean	3.9		often

Description : 4.20-5 is always ; 3.40-4.19 frequently; 2.60-3. 39 occasional ; 1.80-2.59 rarely ; 1.00 - 1.79 Never.

Table 8 shows the students' competitiveness in terms of individual level Descriptive statistical methods such as mean and standard deviation are used to process the quantitative data of personal ability indicators. According to the above table, we find that the weighted mean value of ' Body measurement index ' is the highest, which is 4.5. The lowest weighted average of ' paper quality ' is 2.7. With regard to indicators (i.e., 2, 5) that are always effective in enhancing students ' competitiveness, most indicators (i.e., 1, 4) that are often effective in enhancing students ' competitiveness, these indicators also once again illustrate indicators that reflect students ' competitiveness, and with regard to the quality of papers, college students generally believe that graduation thesis is only a stage task in terms of university and does not reflect a student 's ability.

Liu (2006) defined the employability of college students as the integration of knowledge, skills, physical quality and other professional related abilities possessed by graduates from the perspective of the composition of the ability structure. Su Min (2007) believes that personal ability is a good

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embodiment of college students ' employment competitiveness, including academic achievements, understanding and personal characteristics. Andrew Rothwell (2008) also believes that for college students, employability refers to the ability of individuals to obtain continuous employment opportunities commensurate with their qualifications.

Table 9. The influence of different genders on the four aspects of college students ' employment competitiveness

Variables	Sex		t-value	sig.	Decision Ho	Interpretation
	Male	Female				
Teacher Team level	4.15	3.76	59.01	.000	Reject	Significant
Teaching Level	4.28	3.67	52.43	.000	Reject	Significant
Course Level	4.34	3.79	56.16	.000	Reject	Significant
Individual Level	4.35	3.69	51.56	.000	Reject	Significant
Overall	4.28	3.73		.000	Reject	Significant

As shown in Table 9, male student evaluations averaged 4.15 for teacher factors affecting employability versus 3.76 for females. The t-value was 59.01 and significance 0.000, below the 0.05 level, rejecting the null hypothesis of no difference by gender.

For teaching, male evaluations averaged 4.28 versus 3.67 for females. The t-value was 52.43 and significance 0.000, below 0.05, rejecting the null hypothesis.

For curriculum, male averages were 4.34 versus 3.79 for females. The t-value was 56.16 and significance 0.000, below 0.05, rejecting the null hypothesis.

For individual factors, male averages were 4.35 versus 3.69 for females. The t-value was 54.79 and significance 0.000, below 0.05, rejecting the null hypothesis.

This shows gender differences in views of the four aspects, with significant evaluation differences. Gender is an important employability factor. Li and Tang suggest strengthening female student abilities/qualities and employability guidance/education. Lin and Qiu suggest further improving regulations regarding female employment and part-time work pressure.

5. Chapter 5: Summary of Findings, Conclusion and Recommendations

5.1 Summary of Findings:

The study had 240 respondents: 55% (132) women and 45% (108) men. 58.3% (140) studied science and 41.7% (100) studied liberal arts. The age range was 8.3% (18-19 years), 50.9% (20 years), 50.9% (21 years).

Respondents, including outstanding graduates and experts, identified teachers as the most important factor in the talent development model. A good teacher can guide students to success by enriching knowledge and cultivating comprehensive quality of thinking. Teacher ethics, research ability and other attributes are valid evaluation indicators.

With the increasing pressure of competition, enterprises need more advanced human resource development. Therefore, the school sets up specialties that meet the needs of society, while closely combining education/training with practical facilities and high quality teaching. Emphasis is also placed on developing social and methodological skills relevant to China's national conditions.

5.2 Conclusion

Teachers influence students through moral, academic, teaching ability and other ways. Ideological level influences learning attitude. A good teacher is of great help to the students.

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Effective teaching, student interest/acceptance, feedback indicates that high quality teaching has a positive impact on students. School education/environment, resources can also have a generally positive impact. Choosing a good school is crucial.

General education courses are important as an effective path to quality education. Schools should offer more engaging interdisciplinary general education that encourages free choice that combines interests and full personality/intellectual development. This enhances learning initiative and improves quality.

Personal development requires comprehensive moral, intellectual, physical, aesthetic and work aspects. Character is the most important thing to help others and benefit society. Physical strength and health provide energy/capacity for self-improvement.

5.3 Recommendations

Improve the employability Self-rating Scale so that students can be assessed in advance to provide a clear direction for learning.

It is helpful for school employment guidance, students' ability training and talent selection. It is necessary to further study the ability structure and develop a more detailed and scientific evaluation scale.

The scale provides a practical and universal tool for assessing students' employability.

Strengthen the applied research on the combination of employability and healthy development of higher education to promote the benefit of education.

The analytical capability structure/case generally reveals the employability structure, lays the foundation for subsequent research, and provides space for the limitations of subsequent research.

5.4 Suggested Proposal on the Development Plan to Imrprove Employment Competitiveness of Students:

Emphasis on moral cultivation through enhanced courses in political/social sciences, philosophy, and military theory. Optimize theory teaching vividness, cut into practice, and fundamentally improve teaching level. Optimize the environment for further study and moral cultivation. Build the right perspective through yourself.

Strengthen healthy exercise by building self-exercise awareness and good habits. Realize the role of sports on health, actively and consciously participate in the benefit of future social participation and life. Create an exercise plan such as a morning run. The school emphasizes physical theory curriculum and diversified, scientific and timely physical education.

Improve school quality/resource sharing. Differences in the quality of education between universities affect employability. Help disadvantaged groups compete for the opportunity to control educational disparities. We will increase funding for improving the quality and development of regular university education at all levels. Promote teacher classes and resource sharing through Internet +.

Establish good teacher ethics. It emphasizes the construction of teachers' ethics/ideology and professional quality as the basis for guiding healthy growth. Improper morality will damage reputation and affect education. Strengthen moral construction through moral learning/teaching, and strive to become an ideal knowledge teacher.

We will improve the curriculum of general education focusing on science, democracy, truth, justice, freedom, and tolerance. Develop a balanced personality through independent curriculum selection, addressing real-world problems from a general education approach that includes moral, intellectual, and social education.

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