



RESEARCH ON INFLUENCING FACTORS OF EMPLOYMENT QUALITY OF FEMALE COLLEGE STUDENTS IN PUBLIC UNIVERSITIES FROM THE PERSPECTIVE OF GENDER

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Abstract : As China's higher education continues to expand enrollment, the number of college graduates also shows an increasing trend year by year, the contradiction between supply and demand of talent and positions in the job market is also increasingly intensified, making the employment situation of college students grim. Influenced by the traditional concept of gender inequality, female college students are faced with more tests in employment. This research takes the female graduates of P university and F university as the research object, and analyzes the influencing factors of employment quality from the perspective of human capital and gender by using questionnaire and quantitative analysis method, in order to help female college students enhance their self-cognition, improve employment competitiveness and achieve personal development.

Key words - Female College Students; Human Capital; Employment Quality; Gender Theory.

1. INTRODUCTION

As a hot topic, employment is not only related to people's survival and quality of life, but also affects the social stability and economic development of a country. As China attaches more importance to talent training, colleges and universities have gradually expanded the number of college graduates, which has shown an increasing trend in recent years. According to the data of the National Bureau of Statistics, China's fresh graduates in 2021 reached 9.09 million, and the number of college graduates in 2022 is expected to reach 10.76 million, an increase of 1.67 million year-on-year (National Bureau of Statistics, 2022). It means that college graduates will face more challenges in employment, and the employment problem of female college students is becoming serious.

Stereotypes such as "women are better at liberal arts" and "jobs more suitable for women" affect the gender consciousness of female college students, which makes the choice of study and employment of female college students tend to be consistent, thus making the employment competition of female college students intense. Due to the biological differences between men and women, the expected time of marriage and pregnancy is one of the factors many companies consider when hiring women. In China, where men work and women take care of the family, companies often prefer to hire cheaper men and train them to become leaders. According to the 2022 Survey on the Status of Chinese Women in the Workplace, only 34.2 percent of women are in managerial positions, lower than 40.7 percent of men, although the number of women with a college degree or above is 22.3 percent higher than that of men. 2023 Chinese Women's Workplace Status Survey Report pointed out that the average salary of women from 2020 to 2023 is 8173 yuan, 8138 yuan, 8545 yuan and 8689 yuan, and the average salary of men is 9848 yuan, 9328 yuan, 9776 yuan and 9942 yuan. According to the data comparison, there is a difference in the average salary of men and women. In addition, 2019 Chinese University Graduate Salary Report shows that the average minimum wage of male undergraduate graduates is 7,383 yuan, while that of female graduates is only 6,387 yuan. The 2021 Report on the Job-Hunting Status of Fresh Graduates of Key Universities in China also pointed out that 30% of female graduates expect a salary of more than 10,000, and 13% of female graduates achieve this salary, accounting for 43.3%; The proportion of male graduates expecting a salary of more than 10,000 yuan reached 44%, and the proportion of those who achieved this salary was 24%, accounting for 54.5%. It can be concluded that the expected and actual salaries of female graduates are lower than those of male graduates. These data indicates that the employment quality of female graduates is problematic. The state and women's federations have attached great importance to this situation. The Employment Promotion Law, the Program for the Development of Chinese Women and other laws and policies have been promulgated and implemented successively to protect women's rights and interests. In 2021, the Notice on the Employment and Entrepreneurship of Female College Graduates was issued to improve the employment quality of female college students.

This research takes the female graduates of P university and F university as the research object and analyzes the influencing factors of employment quality from the perspective of human capital and gender to help female college students, enhance their self-cognition, improve employment competitiveness and achieve personal development.

2. LITERATURE REVIEW

2.1 Influencing Factors of Female College Students' Employment

Nowadays, more and more women begin to receive higher education and have the advantage in higher education, but female college students are still at a disadvantage in the job market. To explain this social phenomenon, scholars have carried out research on the factors affecting the employment of female college students. In the existing literature, the influencing factors are mainly divided into three levels.

First, the social dimension dominated by traditional culture and institutional norms. Hu Yaqing (2016) studied the employment of female college students based on the theory of social exclusion and analyzed the current situation of employment exclusion of female college students by means of questionnaire survey and interview. The analysis results of five theoretical reasons for female college students' social exclusion in employment are obtained: market economy behavior, traditional social concept, social resource constraint, employability, and social security system. In the research results, the scholar pointed out that gender is the key factor affecting the employment exclusion of female college students. Zheng Dawei et al. (2017) conducted a questionnaire survey on 800 senior students and pointed out that the traditional gender norms constructed by culture and biological discrimination in the labor market are the reasons for the difficulty in employment of female college students. Scholars from the research group on the employment situation and problems of female college students (2018) analyzed the employment situation of female college students and pointed out that one of the reasons affecting the employment of female college students was the government's insufficient understanding of the supervision of gender discrimination existing in the recruitment process of enterprises and the perfunctory measures taken. Cheng Wenduan (2022), based on the second-hand data of female college students' employment, pointed out that the influence of traditional gender concepts, the contradiction between the supply and demand of employment positions, and the imperfect legal system for the protection of female employment in China are the reasons for the discrimination in appearance, salary and welfare, marriage and childbearing and other aspects of female college students in the employment.

Second, the school level dominated by personnel training institutions. Li Pingfen (2015) analyzed the employment difficulties of female college students from four aspects: sociological theory, economic theory, human capital theory and gender theory. From the perspective of gender, she pointed out that the talent training mode ignoring gender differences is one of the reasons leading to the disadvantage of female college students in employment. Chen Xiaoyan (2016) studied the employment of female college students from the perspective of gender and pointed out that universities ignored the importance of gender in the construction of the teaching system, which made the teaching system involve the values of masculinity, thus affecting the gender consciousness of female college students and resulting in employment problems. Guang Li (2020), through analyzing the current employment situation of female college students, believed that the current major enrollment plan of many colleges and universities broke away from the market demand and blindly expanded the enrollment of major students. In addition, the universities do not pay attention to the cultivation of students' ability to apply theory to practice is one of the reasons leading to the difficult employment of female college students. Zhang Wenqing (2022) points out from the perspective of labor economics that female college students are at a disadvantage in the employment process due to the influence of market supply and demand and gender factors. The author also believes that the traditional gender division of labor, social prejudice, imperfect policies and regulations and employment guidance in colleges and universities, as well as female college students' traditional employment concepts and poor awareness of rights protection are the reasons for their employment difficulties.

Thirdly, the individual level of female college students' abilities. Wang Hui and Ye Wenzhen (2016) pointed out through empirical research that the employment quality and employment area of male and female college students are affected by gender consciousness, and the more equal gender consciousness of female college students is, the higher the employment quality will be. Luo Jun (2021) analyzes the employment of female college students from three aspects: traditional gender roles, employment psychology and employment environment, and believes that the lack of employment ability of benefits-oriented enterprises and female college students is the reason why female college students fall into employment difficulties. The scholar also put forward countermeasures to strengthen policy support and improve the ability of female college students. Liu Fang and Shao Xuwei (2021) pointed out in their research that female college students' personal ability is the core competitiveness in the employment process. Female college students should not take the traditional gender concept and the contradiction between social supply and demand as the whole cause of employment difficulties, but also consider whether they have unhealthy employment psychology and not in line with the reality of employment concept, whether their personal ability to meet the social needs. Yang Yunuo (2021) conducted a questionnaire survey on the employment of female college students based on Marx's employment theory. It found that, compared with male college students, female college students' irrational concept of choosing a career and their lack of ability were one of the main reasons for their lack of competitiveness in employment.

To sum up, the employment of female college students is mainly divided into two aspects. On the one hand, at present, the employment of college students has been paid attention by many scholars, but there is relatively few research on female college students. On the other hand, qualitative research is the most used research method for the research on the employment of female college students, which lacks relevant data support, and most of the research is aimed at female college students as a whole, and there are few cases to discuss the employment of female college students.

Therefore, based on the perspective of gender, this research will take female graduates of P university and F university as the research object. It adopts the methods of questionnaire survey and empirical analysis to discuss their employment quality and influencing factors, to provide reference materials and research perspectives for the subsequent researchers on influencing factors of the employment quality of female college students.

2.2 Research Hypothesis

2.2.1 Relationship between Human Capital and Employment Quality

Human capital is the sum of a person's knowledge, skills, and health status. Many scholars have studied the relationship between human capital and employment quality. Bolli, T., Caves, K. & Oswald-Egg (2021) conducted research on the relationship between internship experience and income and proved that internship increased graduates' income. They also pointed out that human capital is a potential factor affecting income. Zhu Chuanxin (2021) used optimal scale regression analysis to study factors affecting

the employment quality of graduates from D independent colleges, and the results showed that college students' performance at school had a positive impact on their career choice. Lu Genshu and Wang Ping (2022) analyzed the survey data on the employment quality of college graduates in Shaanxi Province, and explored the influence of human capital and social capital on the graduation quality of college students. The research shows that other variables related to human capital have a positive impact on the employment quality of graduates except the experience of winning awards. Chen Xiaodan (2022) took graduates of Guizhou H Vocational School as the research object, made a Logistic regression analysis on human capital and employment quality, and concluded that human capital such as political status, working experience, honorary certificates and social practice had a positive impact on wages. Based on the views of the above scholars, the research puts forward hypothesis 1.

H1: Human capital has a positive impact on employment quality.

Lu Genshu (2022) divided the human capital of college students into knowledge accumulation and skill development. Zhao Jianli (2022) divided human capital into educational human capital and practical human capital to explore the relationship between them and employment quality respectively, and the research showed that both of them would have a significant impact on employment quality. Therefore, following the research ideas of these scholars, this study divides human capital into learning ability and practical ability, and subdivides hypothesis 1 in combination with the definition of employment quality of female college students.

H1.1: Learning ability has a positive impact on salary and welfare.

H1.2: Learning ability has a positive impact on professional relevance.

H1.3: Learning ability has a positive impact on job satisfaction.

H1.4: Learning ability has a positive impact on job prospects.

H1.5: Practice experience has a positive impact on salary and welfare.

H1.6: Practice experience has a positive impact on professional relevance.

H1.7: Practice experience has a positive impact on job satisfaction.

H1.8: Practice experience has a positive impact on job prospects.

2.2.2 Relationship between Gender Consciousness and Employment Quality

Gender consciousness, as the core concept of gender theory, is the main way to analyze gender problems. The gender consciousness of female college students refers to their understanding of social value, status, power, and responsibility in gender relations (Liu Huanfang, Cheng Mingli, 2017). Deng Zijuan (2019) proved in her research on the work value of college students that female college students' gender consciousness would affect their work remuneration and power in work. When studying the employment of female college students, scholar Ye Wenzhen (2019) studies the employment of female college students and believes that female college students with stronger gender consciousness have stronger sense of competition in employment, which directly affects their employment quality and level. According to the views of the above scholars, this research believes that the more equal the gender consciousness of female college students, the higher the employment quality, and puts forward hypothesis 2.

H2: Gender consciousness has a positive impact on the employment quality of female college students

3. RESEARCH METHODOLOGY

This research mainly uses the following three research methods.

Literature Research Method: By collecting and sorting out books and literature related to human capital, gender consciousness and employment quality of graduates at home and abroad, this paper summarizes the current research status and research results in this field as the research basis.

Questionnaire Survey Method: This study takes female graduates of P university and F university, the public undergraduate university, as the research object. Based on the previous research hypothesis, this paper designs a questionnaire to investigate the influence of human capital on employment quality and gender consciousness on employment quality. The data of this study were collected by sending questionnaires on the Internet.

Quantitative Analysis Method: This paper uses data analysis software to analyze the questionnaire data. Firstly, descriptive statistics are used to understand the basic situation of sample data. Secondly, regression analysis is used to judge the relationship between various variables in the data. Finally, the relationship among human capital, gender consciousness and employment quality are obtained by regression analysis.

4. DATA ANALYSIS

The survey was mainly conducted in the form of electronic questionnaires, using tools such as Questionnaire Star and WeChat. A total of 653 questionnaires were distributed in this survey, and 643 valid questionnaires were recovered. The effective rate of the questionnaires was 98.46%. The sample distribution is shown in Table 1.

Table 1: Frequency Analysis of Basic Information of Graduates

Variate	Items	Male		Female	
		Frequency	Percent	Frequency	Percent
Gender		284	44.2%	359	55.8%
First Degree	Junior College	2	0.7%	3	0.8%
	Bachelor's degree	282	99.3%	356	99.2%
Graduate Time	3 Year	16	5.6%	35	9.7%
	2 Year	23	8.1%	29	8.1%
	1 Year	245	86.3%	295	82.2%
Employment Situation	Employed	246	86.6%	308	85.8%
	Entrepreneurship	14	4.9%	12	3.3%
	Freelancer	6	2.1%	12	3.3%
	Improve Education	15	5.3%	22	6.1%
	Never Employed	1	0.4%	2	0.6%
	Others	2	0.7%	3	0.8%

According to the frequency analysis results of each variable, the distribution basically meets the requirements of the sampling survey. According to the gender survey results, there are 284 male samples, accounting for 44.2%, and 359 female samples, accounting for 55.8%; the results of the first education survey show that male specialists accounted for 0.7%, undergraduates accounted for 99.3%, and female specialists accounted for 0.8%, undergraduates accounted for 99.2%. According to the survey results of graduation time, there are 245 male students and 295 female students who have graduated for one year, accounting for an effective ratio of 83.98%. The focus of this survey is on the 2022 female graduates of higher education undergraduate colleges, which meets the requirements of this study to select female college students as the main research object. In this survey, 93% of the respondents are currently employed, 5.8% of the respondents choose to continue their studies, and 0.5% of the respondents have never been employed. Table 1 for sample details.

4.2 Correlations Analysis

To explore the relationship between college students' human capital, gender consciousness and employment quality, this research uses correlation analysis to find out the relationship between various latent variables. The analysis results use the Pearson correlation coefficient to measure the relationship between the two variables.

Table 2: Correlations

		1	2	3	4	5	6	7
1	Gender Consciousness	1						
2	Learning Ability	0.071	1					
3	Practice Experience	0.076	.592**	1				
4	Professional Relevance	.095*	.376**	.458**	1			
5	Salary&Welfare	.158**	.383**	.432**	.568**	1		
6	Job Prospect	.173**	.401**	.464**	.693**	.786**	1	

7	Pearson							
Job Satisfaction	Correlation	.132**	.386**	.462**	.580**	.802**	.805**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

According to the correlation analysis results in Table 2, there is no significant correlation between gender consciousness and human capital, but there is a correlation between gender consciousness and professional relevance. There are significant correlations between gender consciousness and salary and welfare, job prospects, and job satisfaction. There are significant correlations between learning ability, practical experience, professional relevance, salary and welfare, job prospects and job satisfaction. The correlation coefficients are all greater than 0, so they are all positive correlations.

4.3 Regression Analysis

This research will verify the hypothesis put forward in the second chapter through regression analysis, and then verify the correctness of the research model. The verification process mainly includes following steps. Firstly, it verifies the impact of the independent variable human capital on the dependent variable employment quality. Secondly, it verifies the influence of the independent variable gender consciousness on the dependent variable employment quality.

4.3.1 Regression Analysis of Human Capital and Employment Quality

Regression analysis on human capital and employment quality. Further explore the relationship between human capital and employment quality. The regression analysis of each dimension of human capital and each dimension of employment quality is shown in Tables 3 and 4.

Table 3: Regression Analysis of Learning Ability and Employment Quality

Dependent Variable	Independent Variable	Standardized Coefficients	t	p
Professional Relevance	Learning Ability	0.161	3.730	<0.001
Salary&Welfare	Learning Ability	0.196	4.503	<0.001
Job Prospect	Learning Ability	0.194	4.531	<0.001
Job Satisfaction	Learning Ability	0.174	4.042	<0.001

It can be seen from the above table that the t-values of learning ability for each dimension of employment quality are 3.730, 4.503, 4.531, and 4.042, reaching a significant level. This proves that learning ability has a positive impact on employment quality.

The above analysis results verified the hypotheses H1.1-H1.4.

Table 4: Regression Analysis of Practice Experience and Employment Quality

Dependent Variable	Independent Variable	Standardized Coefficients	t	p
Professional Relevance	Practice Experience	0.363	8.416	<0.001
Salary&Welfare	Practice Experience	0.316	7.245	<0.001
Job Prospect	Practice Experience	0.349	8.167	<0.001
Job Satisfaction	Practice Experience	0.359	8.356	<0.001

It can be seen from the above table that the t-values of practical experience on each latitude of employment quality are 8.416, 7.245, 8.167, and 8.356 respectively, reaching a significant level. This proves that practical experience has a positive impact on employment quality. Hypotheses 1.5-1.8 was verified.

In summary, the hypothesis that H1 human capital has a positive impact on employment quality is verified.

4.3.2 Regression Analysis of Gender Consciousness and Employment Quality

Regression analysis on gender consciousness and employment quality. Further explore the relationship between gender consciousness and employment quality. The regression analysis between gender consciousness and employment quality is shown in Table 5.

Table 5: Regression Analysis of Gender Consciousness and Employment Quality

Dependent Variable	Independent Variable	Standardized Coefficients	t	p
Employment Quality	Gender Consciousness	0.160	4.105	<0.001

It can be seen from the above table that the t-value of gender consciousness on employment quality is 4.105, reaching a significant level. This proves that gender consciousness has a positive impact on employment quality. Hypothesis 2 was verified.

5. CONCLUSION AND SUGGESTIONS

5.1 Research Conclusions

This research proposes that the impact of human capital on employment quality has all passed empirical verification. The analysis results show that there is a significant correlation between human capital variables and employment quality variables. From the previous regression analysis, we can see that learning ability has a significant impact on salary and benefits, professional relevance, employment satisfaction and career development prospects in employment quality. Significant positive impact, the P value of each dimension is less than 0.05, reaching the level of statistical significance. Practical ability also has a significant positive effect on salary and benefits, professional relevance, employment satisfaction, and career development prospects in employment quality. The P values of each dimension are less than 0.05, reaching the level of statistical significance. This conclusion is consistent with the research results of previous scholars. Through learning and practical experience, female graduates have a clear understanding of their own advantages and employment positions, so they will try their best to improve their professionalism, which is conducive to finding a career that is compatible with their major. Matching jobs can better grasp employment opportunities in the process of employment, find satisfactory jobs smoothly, and thus obtain higher employment quality.

This research proposes that the impact of gender consciousness on employment quality has passed empirical verification. The analysis results show that there is a significant correlation between gender consciousness variables and employment quality variables, and gender awareness has a positive effect on employment quality. This conclusion is consistent with the research results of previous scholars. The higher the gender consciousness of female graduates and the pursuit of gender equality, the better their employment quality.

5.2 Suggestions to Improve the Employment Quality of Female Graduates

Based on the above analysis and conclusions, this research puts forward countermeasures from the perspectives of society, university, and students to provide reference for improving the quality of female graduates' personal employment.

As a social manager, the government has the responsibility to guide the direction of social value and adjust the allocation of social resources for the employment of college graduates. Therefore, this research puts forward the following three suggestions. First, the government can propose new industrial development goals to promote industrial development according to the employment market conditions, thereby driving the increase of jobs and expanding the demand for human resources in the employment market. Second, the government should further improve the employment support policy for female college students and increase the implementation and publicity of the policy. Although the current employment policy for female college students has paid attention to the problem of gender discrimination in employment, due to the lack of perfection, female college students still face the problem of gender discrimination in employment. Therefore, the employment support policy for female college students needs to be further improved, and the government should set up a special department to investigate and supervise gender discrimination in the job market, to reduce the hidden employment discrimination of enterprises. At the same time, the government should cooperate with higher education institutions to publicize the employment support policy for female college students, let female college students understand the employment policy, and raise the awareness of female graduates' rights protection. Third, the government can use new media to convey the value concept of gender equality to the society, and rationally use public opinion to improve the gender consciousness of the masses, thereby affecting the employment behavior of female graduates.

Colleges of higher education, as guides for college students' employment and trainers of human capital and ideology, can help female graduates improve their employment competitiveness from the following two aspects. On the one hand, colleges and universities should adjust the talent training mode. First, university can adopt the talent training mode of school-enterprise cooperation and realize simultaneous teaching of theory and practice in the process of cultivating students' human capital, so that students' professional abilities can better meet social needs, thereby increasing graduates' employment confidence and competitiveness. Second, colleges and universities should pay attention to the cultivation of students' gender consciousness. Universities can improve the gender consciousness of female students by offering elective courses related to women's studies and carrying out student activities that guide gender equality. On the other hand, colleges and universities should improve the employment guidance system. First, universities can use AI technology to make employment guidance systems into software, allowing each student to enter data to form personalized employment guidance for students, so that students' employability training can be more targeted. Second, universities can carry out outstanding alumni symposiums, employment policy publicity activities, etc. to broaden students' employment awareness and improve students' employment enthusiasm.

In addition to the support of society and universities, the improvement of employment quality is inseparable from the improvement of human capital of female college students. On the one hand, female college students should establish a correct concept of employment and formulate a career plan that meets the needs of the job market. Female college students should regularly pay attention to the trend of social talent demand and formulate career goals based on their own actual conditions. Career goals should be divided into multiple short-term goals. Female college students should gradually achieve their goals through learning and practice and need to constantly adjust their career planning according to market trends and personal abilities, to improve the employment quality of female graduates. On the other hand, female college students should objectively evaluate their own abilities, and improve their human capital by learning professional knowledge and skills, participating in school activities and internships, to improve employment competitiveness and employment quality.

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