

# The influence of college students' professional values on employment satisfaction

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**Abstract.** There are many factors affecting the employment satisfaction of college graduates, among which the professional values of college students are a leading factor affecting the employment satisfaction of graduates, which plays an important role in career development. Taking the 2021 graduates of a university in Hebei Province as the survey object, through the analysis of the connotation of professional values and the exploration and research of relevant theories, this paper obtains the current situation of graduates' professional values and the relationship with employment satisfaction.

**Keywords:** professional values; Job satisfaction; styling; insert

## 1. Introduction

As an important part of values, work values reflect the individual's values in career. It is the individual's position and belief in career, and further guides people's attitude and behavior in job hunting and employment [1]. Professional values are one of the bases of personal and professional matching. Career values determine college students' career expectations and influence their future employment goals. Career values can reflect graduates' career ideals, and then affect their choice of career direction. Studies on career development have found that career values play a key motivational role in the relationship between career choice and career development [2].

The concept of employment satisfaction was first put forward by Hobbs. In his book job satisfaction, employment satisfaction is divided into psychological satisfaction and physiological satisfaction [3]. Studies have shown that the employment of college students is not only affected by external factors such as social supply and demand, economic level and employment policy, but also closely related to their own ability and professional values, which is an important subjective factor affecting employment satisfaction [4].

## 2. Research Methods

### 2.1 Survey by Questionnaire

The questionnaire includes the evaluation of graduates' career values and employment satisfaction. Firstly, the basic personal information includes four questions: the gender of the respondents, whether they are student cadres, whether they are the only child, and their political countenance. Then, the career values scale, which is a career values questionnaire in line with the actual situation of college students in China prepared by Ling Wenyu (1999) and others, divides 22 items into three dimensions: health care factors, self-development and prestige status. Among them, there are 6 options for health factors, 7 options for self-development and 9 options for prestige status. The scale is measured by Likert 5-point scale. The importance of options increases from 1 to 5. The higher the score, the higher the corresponding score, and the more values are valued. Finally, the questionnaire survey on employment satisfaction requires students to objectively evaluate the overall satisfaction with the implemented work and choose according to 1 ~ 6. The higher the score, the higher the satisfaction.

## 2.2 Respondents

Taking the 2021 graduates of a university in Hebei Province as the respondents, the online survey was mainly conducted in the form of electronic questionnaire. A total of 254 questionnaires were collected, with 76% boys and 24% girls. As the surveyed institutions belong to engineering colleges, and the number of boys is much higher than that of girls, the proportion of men and women in the selected effective sample is close to the actual proportion of men and women. Among them, student cadres accounted for 35.8% and ordinary students accounted for 64.2%. The proportion of only children was 33.1%, and non only children accounted for 66.9%. Communist Party members accounted for 44.3%, Communist Youth League members accounted for 48.4%, democratic parties accounted for 0%, and the masses accounted for 8.3%.

Tab.1 The basic information of the respondents<sup>①</sup>

Item <sup>②</sup>	Number <sup>③</sup>	Proportion <sup>④</sup>
Gender <sup>⑤</sup>	Female <sup>⑥</sup>	61 <sup>⑦</sup>
	Male <sup>⑧</sup>	194 <sup>⑨</sup>
Student cadres <sup>⑩</sup>	Yes <sup>⑪</sup>	91 <sup>⑫</sup>
	No <sup>⑬</sup>	163 <sup>⑭</sup>
One child family <sup>⑮</sup>	Yes <sup>⑯</sup>	84 <sup>⑰</sup>
	No <sup>⑱</sup>	170 <sup>⑲</sup>
Politic countenance <sup>⑳</sup>	Member of the Communist Party of China <sup>㉑</sup>	110 <sup>㉒</sup>
	member of the Communist Youth League <sup>㉓</sup>	123 <sup>㉔</sup>
	Democratic parties <sup>㉕</sup>	0 <sup>㉖</sup>
	Masses <sup>㉗</sup>	21 <sup>㉘</sup>

## 3. Data Analysis

### 3.1 Reliability and Validity Analysis of Questionnaire

#### 3.1.1 Reliability test of occupational values scale

The reliability of questionnaire survey refers to the consistency, stability and reliability of test results. Generally, internal consistency is used to express the reliability of the test. The higher the reliability coefficient, the more consistent, stable and reliable the test results are. Through SPSS 26 test, the test coefficient is 0.922, and the reliability coefficient is higher than 0.7, indicating that the scale has high internal consistency and high reliability.

Tab.2 Reliability statistics<sup>①</sup>

Reliability statistics <sup>②</sup>	
Alpha <sup>③</sup>	Number of items <sup>④</sup>
0.922 <sup>⑤</sup>	22 <sup>⑥</sup>

#### 3.1.2 Validity test of occupational values scale

Validity represents effectiveness, which refers to the degree to which measuring tools or means can accurately measure the things to be measured. The more consistent with the content of the survey, the higher the validity; On the contrary, the validity is lower. Through exploratory factor analysis of career values, KMO is 0.897, SIG is 0.897 000 < 0.001, which shows that the data collected for career values is suitable for factor analysis, and the data collected for this element can be analyzed.

Tab.3 Kmo and Bartlett test<sup>①</sup>

Kmo and Bartlett test <sup>①</sup>		
Kmo sampling suitability quantity <sup>①</sup>		.897 <sup>①</sup>
Bartlett sphericity test <sup>①</sup>	Approximate chi square <sup>①</sup>	3065.873 <sup>①</sup>
	Free degree <sup>①</sup>	231 <sup>①</sup>
	Distinctness index <sup>①</sup>	.000 <sup>①</sup>

### 3.2 Current Situation Analysis of Questionnaire Data

In the original scale, the score of 4 represents relatively important, and the average score of professional value is 3.77, which is between generally important and relatively important. The average value of all dimensions of values is greater than 3, which is generally above the medium level. Therefore, for the cultivation of College Students' career values, we should continue to establish good career values and have a more objective understanding of professional cognition, so as to improve employment satisfaction. The results show that the average value of health care factors is 4.03, the average value of self-development is 3.84, and the prestige status is 3.45. The highest score is health care factors, followed by development factors, and the last is prestige status, which indicates that fresh college students pay more attention to health care and development factors in their career. In comparison, the importance of prestige status is lower, which is consistent with the previous researchers' research results on College Students' values. It can be learned that graduates who have just graduated for one year pay more attention to salary and other aspects, because they have just graduated and their economic foundation is very weak, so they pay more attention to higher salary, welfare and other factors. For newly graduated students, prestige status is not a particularly urgent need for them.

### 3.3 Difference Analysis of Demographic Variables

This paper analyzes the differences from the four dimensional variables of career values: gender, student cadre, only child and politic countenance.

#### 3.3.1 Gender

As shown in Table 5,  $P > 0.05$  indicates that there is no significant correlation between the health care factors, self-development and reputation status of graduates' career values and the gender of college students. From the data of mean value and standard deviation, college graduates will not have great differences because of gender whether they are looking for stable jobs or jobs that can give full play to their self-worth. At the same time, it can be seen from the table that girls who have just graduated have relatively low requirements for prestige and status.

Tab.5 Difference analysis of genders<sup>①</sup>

①	Female <sup>①</sup>	Male <sup>①</sup>	T <sup>①</sup>	P <sup>①</sup>
Health factors <sup>①</sup>	4.01±0.44 <sup>①</sup>	4.04±0.51 <sup>①</sup>	-0.485 <sup>①</sup>	0.628 <sup>①</sup>
Self development <sup>①</sup>	3.89±0.46 <sup>①</sup>	3.83±0.63 <sup>①</sup>	0.862 <sup>①</sup>	0.39 <sup>①</sup>
Prestige status <sup>①</sup>	3.32±0.69 <sup>①</sup>	3.49±0.68 <sup>①</sup>	-1.68 <sup>①</sup>	0.094 <sup>①</sup>
Average value <sup>①</sup>	3.74±0.45 <sup>①</sup>	3.79±0.53 <sup>①</sup>	-0.625 <sup>①</sup>	0.533 <sup>①</sup>

#### 3.3.2 Student cadres

As shown in Table 6, there is no great positive correlation between the choice of College Students' career values and whether they are student cadres. Therefore, there is little correlation between whether graduates are student cadres and college students' career values.

Tab.6 Difference analysis of student cadres<sup>①</sup>

①	Student cadres <sup>②</sup>	Non student cadres <sup>③</sup>	T <sup>④</sup>	P <sup>⑤</sup>
Health factors <sup>⑥</sup>	4.07±0.46 <sup>⑦</sup>	4.01±0.51 <sup>⑧</sup>	1.04 <sup>⑨</sup>	0.299 <sup>⑩</sup>
<u>Self development</u> <sup>⑪</sup>	3.83±0.62 <sup>⑫</sup>	3.85±0.58 <sup>⑬</sup>	-0.292 <sup>⑭</sup>	0.771 <sup>⑮</sup>
Prestige status <sup>⑯</sup>	3.44±0.70 <sup>⑰</sup>	3.46±0.68 <sup>⑱</sup>	-0.251 <sup>⑲</sup>	0.802 <sup>⑳</sup>

### 3.3.3 One child family

As shown in Table 7, there is no significant correlation between the choice of College Students' career values and whether they are the only child or not. It can be explained that whether it is an only child has no impact on College Students' values.

Tab.7 Difference analysis of family<sup>①</sup>

①	One child family <sup>②</sup>	Non only child family <sup>③</sup>	T <sup>④</sup>	P <sup>⑤</sup>
Health factors <sup>⑥</sup>	3.99±0.53 <sup>⑦</sup>	4.05±0.47 <sup>⑧</sup>	-0.96 <sup>⑨</sup>	0.33 <sup>⑩</sup>
<u>Self development</u> <sup>⑪</sup>	3.81±0.58 <sup>⑫</sup>	3.86±0.59 <sup>⑬</sup>	-0.69 <sup>⑭</sup>	0.48 <sup>⑮</sup>
Prestige status <sup>⑯</sup>	3.42±0.69 <sup>⑰</sup>	3.47±0.91 <sup>⑱</sup>	-0.54 <sup>⑲</sup>	0.59 <sup>⑳</sup>
Average value <sup>㉑</sup>	3.74±0.53 <sup>㉒</sup>	3.79±0.50 <sup>㉓</sup>	-0.82 <sup>㉔</sup>	0.41 <sup>㉕</sup>

### 3.3.4 Politic countenance

As shown in Table 8, the correlation between Politic countenance and health factors, self-development, reputation and status in career values is not high, and there is no significant positive correlation. It shows the lack of correlation between this factor and career values. It shows that the Politic countenance of college students has nothing to do with the choice of their values.

Tab.8 Difference analysis of politic countenances<sup>①</sup>

①	Member of the Communist Party of China <sup>②</sup>	Member of the Communist Youth League <sup>③</sup>	Masses <sup>④</sup>	F <sup>⑤</sup>	P <sup>⑥</sup>
Health factors <sup>⑦</sup>	3.98±0.47 <sup>⑧</sup>	4.07±0.50 <sup>⑨</sup>	4.04±0.54 <sup>⑩</sup>	0.8 <sup>⑪</sup>	0.45 <sup>⑫</sup>
<u>Self development</u> <sup>⑬</sup>	3.85±0.57 <sup>⑭</sup>	3.85±0.60 <sup>⑮</sup>	3.75±0.65 <sup>⑯</sup>	0.28 <sup>⑰</sup>	0.75 <sup>⑱</sup>
Prestige status <sup>⑲</sup>	3.47±0.73 <sup>⑳</sup>	3.46±0.66 <sup>㉑</sup>	3.32±0.71 <sup>㉒</sup>	0.39 <sup>㉓</sup>	0.67 <sup>㉔</sup>
Average value <sup>㉕</sup>	3.77±0.52 <sup>㉖</sup>	3.79±0.51 <sup>㉗</sup>	3.71±0.50 <sup>㉘</sup>	0.25 <sup>㉙</sup>	0.77 <sup>㉚</sup>

Through the above analysis, it is understood that there is no obvious difference between career values and demographic variables, and the gender of graduates, the identity of student cadres, the only child or non only child, and the difference of politic countenance can not affect the employment satisfaction. It reminds us that it is not necessary to take demographic variables as control factors in the subsequent research on the influencing factors of employment satisfaction of fresh graduates.

## 3.4 Correlation Analysis

Pearson correlation coefficient test was conducted on the three dimensions of career values and employment satisfaction. It was found that there was a significant positive correlation between employment satisfaction and health care factors, self-development and prestige status in career values,  $P < 0.01$ .

Tab.9 Correlation analysis<sup>①</sup>

①	employment satisfaction <sup>①</sup>	Health factors <sup>①</sup>	Self development <sup>①</sup>	Prestige status <sup>①</sup>
Employment satisfaction <sup>①</sup>	1 <sup>①</sup>	①	①	①
Health factors <sup>①</sup>	.631** <sup>①</sup>	1 <sup>①</sup>	①	①
Self development <sup>①</sup>	.546** <sup>①</sup>	.563** <sup>①</sup>	1 <sup>①</sup>	①
Prestige status <sup>①</sup>	.527** <sup>①</sup>	.587** <sup>①</sup>	.678** <sup>①</sup>	1 <sup>①</sup>

\*\* . At the level of 0.01 (two tailed), the correlation is significant.<sup>①</sup>

### 3.5 Regression Analysis of Career Values and Employment Satisfaction

The coefficient of certainty of linear regression between career values and employment satisfaction is 0.347, which means that health care factors, self-development and prestige status in career values can explain 34.7% of the reasons for the change of employment satisfaction. The significance level is less than 0.05, which means that the regression equation is effective, that is, there is a positive effect between College Students' career values and employment satisfaction.

Tab.10 Regression analysis of career values and employment satisfaction<sup>①</sup>

Independent variable <sup>①</sup>	dependent variable <sup>①</sup>	Beta <sup>①</sup>	t <sup>①</sup>	Significance <sup>①</sup>
Career values <sup>①</sup>	employment satisfaction <sup>①</sup>	0.347 <sup>①</sup>	4.23 <sup>①</sup>	0.00 <sup>①</sup>

## 4. Conclusions and Suggestions

### 4.1 Conclusions

Relying on College Students' career values (health factors, self-development and prestige status) as the influencing factors of graduates' employment satisfaction, a questionnaire survey was conducted on 2021 graduates of a university in Hebei. The analysis data showed that college students' career values (health factors, self-development and prestige status) had a positive impact on graduates' employment satisfaction.

### 4.2 Suggestions

#### 4.2.1 Establish a proper career aspiration

Proper career aspiration means that college students have a correct and reasonable pursuit of the career life they yearn for in the future. Proper and reasonable career aspiration is a spiritual force to promote personal career success and social progress. Higher or lower professional expectations are not conducive to the development of individuals and society. Higher career expectations and career aspirations will make career goals divorced from the needs of social reality, and make college students have pessimistic and negative emotions, which is not conducive to the realization of career aspirations; On the contrary, lower career aspirations will make college students content with the current situation and blindly optimistic, which is not conducive to the development of individuals and society. With the increasingly severe employment situation, it is particularly important to strengthen the vocational ideal education of college students and guide them to establish a proper career aspiration.

#### 4.2.2 Strengthen professional cognition

In the process of College Students' professional cognition, self cognition is the foundation and professional cognition is the core. Self cognition is the process of understanding oneself. It is a comprehensive, objective and correct cognition and evaluation of one's own personality, interest, professional ability, knowledge level and values. Under the condition of respecting individual needs,

college students choose their own career. Secondly, people have social attributes, so when choosing a career, we should not only care about our own needs, but also pay more attention to the needs of society, the needs of the country and the selection criteria of employment.

#### 4.2.3 Strengthen career planning

Effective career planning is conducive to determine the correct goal of life. Importantly, it can guide us to pursue our ideal lifestyle and achieve self-development. Effective career planning can enable college students to have a comprehensive understanding of themselves and better go to work. The completion of career goals and life goals requires the formulation of detailed career planning steps, and real-time adjustment and evaluation according to different stages. In the whole process, college students' career planning is like a "tangible hand", which makes the students have a clear understanding and career goals, and then put the job-hunting activities into practice. Through continuous adjustment and determining a job search direction suitable for their own goals, we can find our own position in the fierce competition in today's society, so as to improve the employment rate and employment quality of college graduates and enable college students to embark on a successful career.

#### 4.2.4 Effective employment measures

Schools should offer courses on innovation and entrepreneurship and career planning, and hire professional teachers to teach students. In addition, we should set up an employment consulting office and hold an employment symposium. By collecting information related to students' job hunting, we should actively carry out various job interview simulation training, improve students' anti frustration ability in the process of employment, give full play to their subjective initiative, and help college students better adapt to social needs and overcome their fear of difficulties. Finally, we should constantly adjust the employment assistance policies according to the employment situation, and provide graduates with comprehensive and accurate employment information and a variety of employment ways, so as to improve the employment satisfaction of graduates.

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