

IMPACT OF OUTDOOR SPORTS ON EMPLOYABILITY OF COLLEGE STUDENTS

Yun Zhao,¹ Pratikshya Bhandari²

School of Management, Metharath University¹⁻²
Thailand¹⁻²

Email: pratikshya.b@mru.ac.th ¹⁻²

Received: May 15, 2023; **Revised:** October 2, 2023; **Accepted:** October 2, 2023

Abstract

The research topic “Impact of Outdoor Sports on Employability of College Students” objectives 1) To study the relationship between the degree of investment with career choice ability, career acquisition ability, career retention ability, and career development ability. 2) To study the relationship between degree of status with career choice ability, career acquisition ability, career retention ability, and career development ability. 3) To study the relationship between the degree of social with career choice ability, career acquisition ability, career retention ability, and career development ability. 4) To provide suggestions for college students to choose outdoor sports, and outdoor sports management and employment ability training.

This research is to achieve the purpose of research through the questionnaire survey method. The survey target is mainly undergraduate students and a total of 848 valid questionnaires were collected. The tool for data analysis is SPSS22.0 and AMOS21.0. First of all, use descriptive statistical analysis methods to investigate and analyze the degree of investment of college students in outdoor sports and the employment ability of college students; second, to analyze the degree, status, and social degree of outdoor sports in career choice ability, career acquisition ability, career retention ability of college students, and verify the assumptions proposed in this study.

Studies have found that the standardization path coefficient of college students' outdoor movements, shows that the degree of investment in outdoor sports has a significant direct positive direction for the dimensions of college students' employment ability influences. Based on this suggestion, for colleges and universities, it is necessary to strengthen the management and counseling of outdoor sports organizations, enhance the role of outdoor sports in the training process of college talents, and actively organize outdoor sports for students' career development; for college students, for college students. In this case, we must not only actively participate in outdoor sports and clarify their career directions, but also plan careers in outdoor sports.

Keywords: The degree of participation; Outdoor sports; Employment ability

Introduction

As of 2015, the volume of pan-outdoor sports such as hiking and leisure outdoor sports reached 130 million people, and the relatively professional outdoor sports volume such as climbing, rock climbing, and mountain bicycles reached 60 million. The "National Fitness Regulations" (hereinafter referred to as the "Regulations") and the "National Fitness Plan (2011-2015)" (hereinafter referred to as the "Plan") jointly promoted the contents of hiking, camping, mass climbing and other activities into important innovation national fitness systems. In addition, the improvement of economic level, the improvement of traffic conditions, and the implementation of the small holiday system have promoted the rapid development of outdoor sports. In the past three years, the policy documents of the sports and outdoor sports industry have been introduced densely.

Graduates' employment issues have become a hot issue of social hotspots. In recent years, it has become more and more concerned about the employment of college students. According to statistics, in 2021, fresh graduates of colleges and universities reached 9.09 million, a record high. College graduates are facing a more severe employment situation. On the one hand, more and more university graduates are under pressure to graduate, and on the other hand, employers are worried about the ability of employment college graduates.

Outdoor sports are of great significance for the development of college students' comprehensive quality. Most of the college students in my country are rich in theoretical knowledge, but the actual practical ability is obviously insufficient. The thinking and innovative thinking are weak, and the overall quality is low. The outdoor sports focus more on the exercise of comprehensive quality, emphasize students' autonomy and subjectivity, and can promote the comprehensive development of students. By participating in outdoor sports, college students are not only the deepening, extension and expansion of college classroom teaching activities, but also add fun to college students' learning and life, exert their specialty, and enrich their spiritual life. More importantly Power and exploration spirit (Wu Jia, 2021).

Research Objectives

1. To study the relationship between degree of investment with career choice ability, career acquisition ability, career retention ability and career development ability.

2. To study the relationship between degree of status with career choice ability, career acquisition ability, career retention ability and career development ability.

3. To study the relationship between degree of social with career choice ability, career acquisition ability, career retention ability and career development ability.

4. To provide suggestions for college students to choose outdoor sports, and outdoor sports management and employment ability training.

Literature Reviews

The following is a discussion on the impact of college students' degree of investment in outdoor sports and their employability. The relationship between college students' degree of participation in outdoor sports and their career choice ability and career acquisition ability and career retention ability and career development ability. Many researchers have almost affirmed the influence of outdoor activities on the employability of college students in theory, and have mainly studied the relationship between outdoor activities and employability

from two aspects. Starting from the overall concept of "outdoor activities", this paper discusses its influence on the employability of college students.

Tian Xingfeng (2017) believes that the degree of participation in social practice has become a measure of college students' employability. With the rapid improvement of college students' employability, social practice must be strengthened. Therefore, it is necessary to strengthen the understanding of students' social practice, improve the social practice management system, establish and improve the assessment and supervision system, and do a good job in safeguarding.

On the basis of in-depth analysis of the relationship between the social practice and employability of higher vocational students, Wang Chunyan (2017) believes that social practice activities help college students to adapt to the new requirements of employers; help higher vocational students to form a correct employment concept; help higher vocational students Change your identity and improve your ability to adapt to society.

Zhang Longhao (2017) also believes that participating in social practice activities helps college students to contact and understand the society, help college students understand themselves, and evaluate the work environment. Many researchers have also analyzed the relationship between the two from an empirical perspective. Some just perform simple descriptive statistical analysis, and many researchers use professional statistical software (SPSS, AMOS, etc.) for correlation analysis.

Through a questionnaire survey, Shen Lijuan (2018) conducted a univariate analysis of the data to analyze the specific influence of factors such as motivation, frequency, age, number, and status in clubs of vocational students participating in club activities on the improvement of employability. The results show that vocational students participate in club activities. Community activities can help improve their employability.

Qin Yalu's (2019) empirical research on nearly 80 clubs in University Z found that the type, motivation, depth and quality of participating club activities were related to students' employability to varying degrees, and the depth of participation was highly correlated; Type, motivation and depth have a significant impact on the development of students' employability.

Research Methodology

Population and sample of this study: The theme studies the relationship between the degree of participation and employment of outdoor sports. In the study, the graduates of Taiyuan Institute of Technology were selected as the survey target. Conduct a questionnaire survey on 848 graduates.

Questionnaire survey method: Based on the research model and assumptions, referring to the research experience of previous researchers, and making appropriate modifications to make it consistent with the research content of this article, a questionnaire for this study was designed. "Questionnaire Star" network platform is used to publish and collect data online, and the collected questionnaires are filtered and sorted out.

Data Collection: According to the research model and hypothesis, referring to the research experience of previous researchers, and making appropriate modifications to make it conform to the research content of this paper, the questionnaire of this research was designed. With the help of the "Questionnaire Star" network platform, the collected data is published online, and the collected questionnaires are screened and sorted.

Data Analysis: This study mainly uses SPSS 22.0 statistical software for data analysis; The research hypothesis was tested using structural equation modeling software AMOS 21.0.

Results

Reliability and validity tests: Although item analysis, reliability analysis and validity analysis of the scale have been carried out in the pre-investigation stage, after the formal investigation stage, the reliability and validity of the measurement scale still need to be tested to ensure the reliability of the questionnaire data. performance and validity, which can be used in subsequent statistical analysis.

Using SPSS 22.0 software, the data collected from the formal survey was analyzed, and the results are shown in Table 3.1. According to the results of the pre-survey, after adjusting some items, the Cronbach's Alpha coefficient of the Outdoor Activities Participation Scale is 0.948, and the Cronbach's Alpha coefficient of the Employability Scale is 0.975. The reliability is very good,

which fully shows that the formal survey results. The data has high reliability and can be used for further data analysis.

Table 5.1: Overall Reliability Test Results of Formal Surveys

Variable	Number of measurable variables	Cronbach's Alpha
Participation in outdoor activities	17	0.948
employability	42	0.975

Source: Original research

The CRONBACH's Alpha coefficients of career development ability is 0.823, 0.924, 0.951, 0.959, 0.935, 0.942, 0.937, which shows that the measurement table of each dimension has good reliability. However, there are certain problems in Q7. After deleting this question, the Cronbach 's Alpha coefficient increases from the initial 0.924 to 0.936, so this question needs to be deleted. This topic is "I am active in extracurricular exercise". The reason for the problem may be that the question sentence is relatively vague, which makes it difficult for the respondent to be "active and active". powerful.

Table 5.2: Formally Survey the Trusted Test Results of each Dimension

Dimension	Question	CITC value	Cronbach 's Alpha value that has been deleted	Cronbach's Alpha
Degree of investment	Q1	0.663	0.778	0.823
	Q2	0.720	0.764	
	Q3	0.593	0.794	
	Q4	0.558	0.801	
	Q5	0.495	0.813	
	Q6	0.510	0.811	
Degree of status	Q7	0.557	0.936	0.924
	Q8	0.784	0.911	
	Q9	0.754	0.916	
	Q10	0.883	0.896	
	Q11	0.885	0.897	
	Q12	0.849	0.902	
Degree of social	Q13	0.863	0.940	0.951
	Q14	0.856	0.941	
	Q15	0.880	0.937	
	Q16	0.865	0.940	
	Q17	0.861	0.940	
Career choice	Q18	0.732	0.957	0.959

Dimension	Question	CITC value	Cronbach 's Alpha value that has been deleted	Cronbach's Alpha
ability	Q19	0.710	0.957	
	Q20	0.740	0.957	
	Q21	0.794	0.955	
	Q22	0.800	0.955	
	Q23	0.784	0.955	
	Q24	0.800	0.955	
	Q25	0.800	0.955	
	Q26	0.852	0.954	
	Q27	0.830	0.954	
	Q28	0.810	0.955	
	Q29	0.781	0.956	
Q30	0.704	0.957		
Career acquisition ability	Q31	0.756	0.928	0.935
	Q32	0.783	0.926	
	Q33	0.819	0.924	
	Q34	0.703	0.930	
	Q35	0.661	0.933	
	Q36	0.763	0.927	
	Q37	0.795	0.925	
	Q38	0.757	0.927	
	Q39	0.769	0.927	
Career retention ability	Q40	0.797	0.934	0.942
	Q41	0.806	0.934	
	Q42	0.725	0.938	
	Q43	0.833	0.933	
	Q44	0.800	0.934	
	Q45	0.734	0.937	
	Q46	0.745	0.937	
	Q47	0.732	0.938	
	Q48	0.712	0.938	
	Q49	0.745	0.932	
Career development ability	Q50	0.702	0.932	0.937
	Q51	0.716	0.930	
	Q52	0.759	0.928	
	Q53	0.788	0.932	
	Q54	0.722	0.929	
	Q55	0.771	0.929	
	Q56	0.782	0.930	
	Q57	0.744	0.928	
	Q58	0.790	0.933	

Dimension	Question	CITC value	Cronbach's Alpha value that has been deleted	Cronbach's Alpha
	Q59	0.701	0.932	

Source: Original research

After excluding Q7, re-analyze the trustworthy table to obtain the results of the final trust test. As shown in Table 3.3, the Cronbach's Alpha coefficient of the "outdoor sports status" meter is 0.936. The coefficient is 0.945, which is greater than 0.7. Therefore, it can be explained that the official survey data has a high internal consistency trust.

Table 5.3: The Final Reliability Test Results of the Formal Survey

Variable		Number of measurable variables	Cronbach's Alpha	
Participation in outdoor activities	Degree of investment	6	0.823	0.945
	Degree of status	5	0.936	
	Degree of social	5	0.951	
Employability	Career choice ability	13	0.959	0.975
	Career acquisition ability	9	0.935	
	Career retention ability	10	0.942	
	Career development ability	10	0.937	

Source: Original research

CFA (Confirmatory Factor Analysis) analyze the data in the official questionnaire, further examine the structural validity of the formal questionnaire, and use AMOS 21.0 software to conduct the degree of fitting of outdoor sports participation tables.: Most of the indicators in the structural equation model meet the standards, only X^2/DF is a bit high, but due to the large number of samples in this survey, other indicators have achieved good fit. The model fit is better and can be accepted.

The impact of college students' Degree of participation in outdoor activities on employability: Based on the existing research results, this paper takes undergraduates as the research object, discusses the influence of outdoor

activity participation on employability, and builds a model. Using the structural equation modeling software AMOS 21.0, through the path analysis model, the degree of participation in outdoor activities have an in-depth study on the four dimensions of employability (vocational choice ability, Career According to the results of path analysis, the standardized path coefficient and significance of the influence of each dimension of outdoor activity participation on each dimension of employability are obtained, and the positive and negative of the standardized path coefficient are obtained. It reflects the difference in the direction of influence, and the size of the normalized path coefficient reflects the size of the influence effect.

The impact of outdoor activity engagement on employability: Through the path analysis, the standardized path coefficient and significance of the degree of investment in outdoor activities on each dimension of employability are obtained, and the specific results are shown in Table 5.5

Table 5.5: Path Coefficients for Structural Equation Models

Path	Normalized path coefficients	S.E.	C.R.	P	Salience
Degree of investment ----> the ability to choose career	0.242	0.041	5.932	0.000	***
Degree of investment ---->career acquisition ability	0.176	0.033	5.398	0.000	***
Degree of investment ----> Career retention ability	0.125	0.036	3.435	0.000	***
Degree of investment ---->Career development ability	0.165	0.032	5.195	0.000	***

Note: * means $P < 0.05$; ** means $P < 0.01$; *** means $p < 0.001$.

Source: Original research

It can be seen from Table 5.5 that the standardized path coefficients of the degree of investment in outdoor activities on career selection ability, career acquisition ability, career retention ability, and career development ability are 0.242, 0.176, 0.125, and 0.165, respectively, at the 99% confidence level. , there is a significant correlation between the endogenous latent variable "outdoor activity investment" and the exogenous latent variables "occupation selection ability", "occupation acquisition ability" and "occupation retention ability", that is, the relationship between the degree of outdoor activity investment and employability There is a certain correlation, and there is a direct positive and significant impact, the hypothesis H1 is accepted.

Hypothesis H1a accepted. The degree of investment in outdoor activities of college students has a direct positive and significant impact on career choice ability. When college students invest more time and energy in outdoor activities, they can learn more about employment-related information in outdoor activities, and increase the choice of occupations.

Hypothesis H1b accepted. The degree of investment in outdoor activities of college students has a direct positive and significant impact on career acquisition ability.

Hypothesis H1c accepted. The degree of investment in outdoor activities of college students has a direct positive and significant impact on Career retention ability. This is also the same as the results of this study. The higher the degree of investment of college students in outdoor activities, the more professional qualities and basic abilities they need to be competent and maintain their jobs high.

Hypothesis H1d is accepted. The degree of outdoor movement of college students has a significant positive impact on professional development ability. The more time and energy when college students are devoted to outdoor sports, the more they can exercise their future development potential and mobile ability in their careers.

The impact of the degree of status of outdoor sports on employment: Through path analysis, the standardization path coefficient and significantness of the degree of outdoor sports status on the dimensions of employment ability are shown in Table 5.6.

Table 5.6: The Path Coefficient of The Structural Equation Model

Path	Normalized path coefficients	S.E.	C.R.	P	Salience
Degree of status ----> career choice ability	-0.137	0.038	3.591	0.000	***
Degree of status ----> >career acquisition ability	-0.072	0.031	2.349	0.000	***
Degree of status ----> Career retention ability	-0.139	0.035	3.951	0.019	**
Degree of status ----> >Career development ability	-0.110	0.030	3.710	0.000	***

Note: * means $P < 0.05$; ** means $P < 0.01$; *** means $p < 0.001$.

Source: Original research

It can be seen from Table 5.6 that the standardization path coefficient of outdoor sports status, career choice ability, career acquisition ability, career retention ability, and career development ability are -0.137, -0.072, -0.139, -0.110. At the level of confidence, the endogenous potential variable "outdoor sports status" and the exogenous submarine variable "career selection ability", "career acquisition ability" and "career development ability" are significantly correlated. At the same time, there is a significant correlation between endogenous potential variables "outdoor sports status" and exogenous submarine variable "career maintenance ability", that is, there is a certain relationship between outdoor sports status and employment ability, but there is a direct negative. The significant impact, assuming that H2 is not established, the corresponding assumptions are rejected by H2a, H2b, H2c, and H2d.

In the current employment environment, many employers seem to be more favored by graduates who have experienced student cadres when recruiting, and in general, they will think that if college students are in the status of outdoor sports with important positions or high positions, college students who serve as student cadres can have the opportunity to exercise employment ability from specific exercise planning, organization, coordination and other

aspects. Essence However, in this study, according to the results of the survey, the degree of outdoor sports status of college students has no significant positive impact on their employment ability, and even has a certain negative impact, indicating that even during the school during school, their employment ability is not necessarily stronger than ordinary college students. Combined with the current status, this is also explained: First, it may be because the higher the position of a college student in a certain outdoor movement, the more limited to the form and content of this outdoor sports. Involved in other types of outdoor movements may even be at the end, leading to limited vision and ability. The second is that it may be because student cadres have been in a "leader" role for a long time. The inner sense of superiority is increasing, and it is easy to evaluate his ability level. It can help future employment, and may even blindly seek high in employment; third, in recent years, some employers have reflected the quality of the "student officer". Not prominent, for example, Shen Zhili found in the investigation and research that more than half of the students believe that the experience of the Student Union is greater than the harvest. Students believe that professional development ability are the biggest gains. "Re -use and light training" can make it difficult for college students to gain employment competitiveness in outdoor sports. In summary, college students do not have to pursue the level of their positions to participate in outdoor sports, nor can they be keen on the title of "student cadres". Instead, they need to participate in, learn and train multi -directional participation, learning and training to improve their employment ability.

The impact of the social level of outdoor sports on employment:

Through path analysis, the standardization path coefficient and significantness of the degree of the social level of outdoor sports have been obtained. The specific results are shown in Table 5.7.

Table 5.7: The Path Coefficient of The Structural Equation Model

Path	Normalized path coefficients	S.E.	C.R.	P	Salience
Degree of social choice ----> career ability	0.398	0.046	8.617	0.000	***

Degree of social ---->career acquisition ability	0.457	0.038	11.913	0.000	***
Degree of social ----> career retention ability	0.462	0.042	10.921	0.019	**
Degree of social ---->Career development ability	0.368	0.037	9.895	0.000	***

Note: * means $P < 0.05$; ** means $P < 0.01$; *** means $p < 0.001$.

Source: Original research

It can be seen from Table 5.7 that the standardization path coefficient of outdoor sports career choice ability, career acquisition ability, career retention ability, and career development ability are 0.398, 0.457, 0.462, and 0.368, respectively. At the level of confidence at 99%, innocent submersible variables "Social Examination Social Excise" and exogenous submarine variables "career choice ability", "career acquisition ability", "career maintenance ability" and "career development ability" There is a certain correlation between the degree and employment ability, and there is a direct positive significant impact.

Hypothesis H3a is accepted. The social level of college students' outdoor sports has a significant positive impact on career choice ability. In the outdoor sports, if you can interact with members more, you can get more information from others, and you will continue to accumulate connections through making friends, which can broaden the way of employment, so as to have the ability to choose his career selection ability.

Hypothesis H3b is accepted. The social level of college students' outdoor sports has a significant positive impact on career acquisition ability. In the social network of outdoor sports, college students have also exercised their own communication skills. The higher the social level, the higher the career acquisition ability will also increase, increasing the possibility of acquiring positions.

Hypothesis H3c is accepted. The social level of college students' outdoor sports has a significant positive impact on career retention. It shows that the

more social interaction when the college student has a social interaction with other members, the stronger its professional ability to the job.

Hypothesis H3d is accepted. The social level of college students' outdoor sports has a significant positive impact on professional development ability. The higher the degree of social socialization in outdoor sports, the easier it is to adapt to the flow of posts, promotion or re -employment in future work.

Discussions

Research Objective 1: To study the relationship between degree of investment with career choice ability, career acquisition ability, career retention ability and career development ability.

There is a significant correlation between the endogenous latent variable "outdoor activity investment" and the exogenous latent variables " career choice ability ", " career acquisition ability ", " career retention ability " and "career development ability", that is, the relationship between the degree of outdoor activity investment and employability. There is a certain correlation, and there is a direct positive and significant impact.

Research Objective 2: To study the relationship between degree of status with career choice ability, career acquisition ability, career retention ability and career development ability.

There is a certain relationship between the degree of status of outdoor activity and employment capabilities, but there is a direct negative impact, and the degree of status of college students' outdoor activity is not significant to their employment capabilities.

The positive influence even has a certain negative impact, indicating that even if the college students have served as a cadre in outdoor activities during the school, their employment ability is not necessarily stronger than ordinary college students. College students do not have to pursue the level of their positions, nor can they be keen on the title of "student cadres". Instead, they need multi -directional participation, learning and training to enhance their employment capabilities.

Research Objective 3: To study the relationship between degree of social with career choice ability, career acquisition ability, career retention ability and career development ability.

Innocent submersible variables "Social Examination Social Excise" and exogenous submarine variables "career choice ability", "career acquisition ability", "career retention ability" and "career development ability" There is a certain correlation between the degree and employment ability, and there is a direct positive significant impact.

Research Objective 4: To provide suggestions for college students to choose outdoor sports, and outdoor sports management and employment ability training.

It can be seen from the results of the study that the degree of investment in the outdoor sports of college students has a direct positive impact effect on the training and improvement of employment capabilities, indicating that college students can improve their employment capabilities in outdoor sports. Participating in outdoor sports do not have to pursue the level of position, nor can they be keen on the title of "student cadres". Instead, it is necessary to participate in, learn and train multi -directional participation, learning and training to enhance their employment capabilities. Use more exchanges with others in outdoor sports to improve social capabilities and help maintain professional stability. Fully understand your own characteristics and advantages, and plan your career in destinations in outdoor sports.

New Knowledges

The standardization path coefficient of college students 'outdoor movements, shows that the degree of investment of outdoor sports has significant direct positive direction for the dimensions of college students' employment ability influences. For colleges and universities, enhance the role of outdoor sports in the training process of college talents, and actively organize outdoor sports for students' career development; for college students, for college students. Not only actively participate in outdoor sports and clarify their career directions, but also plan career.

Conclusions

There is a significant correlation between the degree of investment with career choice ability, career acquisition ability, career retention ability and career development ability, and there is a certain relationship between the degree of investment of outdoor activity and employment ability.

Research Objective 2: To study the relationship between degree of status with career choice ability, career acquisition ability, career retention ability and career development ability.

There is no significant correlation between the degree of status with career choice ability, career acquisition ability, career retention ability and career development ability.

Research Objective 3: To study the relationship between degree of social with career choice ability, career acquisition ability, career retention ability and career development ability.

There is a significant correlation between the degree of social with career choice ability, career acquisition ability, career retention ability and career development ability.

Research Objective 4: To provide suggestions for college students to choose outdoor sports, and outdoor sports management and employment ability training.

References

- Beery, T. (2020). **What we can learn from environmental and outdoor education during covid-19: a lesson in participatory risk management.** *Sustainability*, 12(21), 90-96.
- Evans, N. S., & Acton, R. (2021). **Narratives of teaching in outdoor and environmental education: what can we learn from a case study of outdoor education pedagogy?** *Journal of Adventure Education & Outdoor Learning* (2), 1-14.
- Gong Xun, Cai Tai Sheng. (2018). **Employment ability of college students: elements, structure and cultivation path.** *Jiangsu Higher Education*, (01), 91-94.
- Guan Xiangli, Marmic, Li Zhipeng. (2018). **Revelation of the current situation of college students' extra-curricular activities.** *Culture and education information*, (13), 215-216.
- Lan Gongrui, Ding Wenjie, Mi Zhenhong, Gai Xiaosong. (2018). **The relationship between extracurricular activities and active development of college students-a tracking research.** *High education exploration*, (10),110-116.
- Lin Hua, Xing Chun. (2018). **Extra-school activities investigation and influencing factors.** *Education modernization*, 5 (34), 298-299+319.
- Qi Jidong, Zhang Hui. (2018). **Art college students participate in the analysis of the path of extracurricular activities to improve their professional learning ability-take Chongqing University of Media Art Arts as an example.** *College education*, (04), 152-154.
- Qin Yalu. (2017). **The impact of college students participating in community activities on their employment ability (Doctoral dissertation).** Central National University, Beijing.
- Shen Lijuan. (2018). **Social Activities Analysis of the Employment of Higher Vocational Students.** *Journal of Nanning Vocational and Technical College*, 23 (05), 51-57.
- Shi Qiuhe, Wang Fang. (2018). **The structural problems and elements of the employment ability of our college students.** *Education research*, 39 (04), 51-61.
- Tian Xingfeng. (2017). **Social Practice Activities Promoting Research on Employment of College Students.** *Journal of Heihe College*, 8 (02), 142-143.

- Wang, Z., & Dan, J. (2019). **Practice and promotion initiatives of outdoor education in primary and secondary schools in Australia.** *International and Comparative Education.*
- Xiao Yan, Wang Yanan. (2018). **University Student employment capacity dimension structure analysis.** *Journal of Xi'an Petroleum University (Social Science Edition),* 27 (01), 23-28.
- Yang Haonan, Wang Shanshan, Xie Qingyun, Zhang Yuanyuan. (2018). **Extra - school interest practice on the learning of college students' professional courses.** *Reading and writing (Education and Teaching Symposium),* 15 (10), 83.
- Zhang Longhao. (2017). **Social Practice Activities Promoting Research on Employment of College Students.** *Journal of Heihe College,* 8 (01), 104-105.
- Zheng Nanxi. (2018). **Analysis of employment ability structure during the employment of college students.** *Theoretical observation,* (11), 132-134.