The Research on the Employing Ability Analysis and Improvement Strategies of Applied College Students Based on the Improved Career EDGE Model

Chen Xiaoxue
Panyapiwat Institute of Management, Thailand
E-mail: xiaoxue_0488@163.com

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Abstract

Based on the Career EDGE model, this study improved the employability scale of college students from applied universities in China, and designed a questionnaire to investigate the current situation of employability of graduates from three applied universities in the S region of China. The questionnaire data were analyzed and explored for internal consistency reliability. Sexual factor analysis and T test analysis.Statistical results show that the employability of graduates from applied universities is above average. Among them, personal characteristics, professional knowledge and skills, and emotional intelligence have been relatively well cultivated, but they lack the ability to cultivate career planning. There are significant differences in the employability of college students with different identities, different majors, whether they are only children, and whether they have specialties. There are no significant differences in gender, different places of origin, and different family environments. Based on the statistical results and combined with the characteristics of application-oriented universities, it is proposed that universities should build employment guidance platforms for students, enrich professional training, and expand multiple employment channels. Students should make their own career plans and strengthen communication with tutors to obtain more appropriate employment guidance.

Keywords: Employability; Career EDGE Model; Talent development

Introduction

As China's college graduates increase year by year, a large number of college graduates enter the labor market. On the one hand, it improves the average level of talent in the labor market. However, on the other hand, it is difficult for employment units to recruit matching employees. This has also caused concern among the government, society and universities. focus on. The problem that the knowledge, abilities and qualities of graduates cannot meet the needs of employers has become increasingly prominent. The quality of talent training in colleges and universities and the performance of graduates in employment have attracted increasing attention.China's "Government Work Report" in 2023 proposed that the number of college graduates in 2023 will reach a new high, and promoting the employment of college graduates should be placed in a more prominent position（XNA，2023）.However, some applied technology industries still have "labor shortage" and "difficulty in employment"(People Data,2023).As the main battlefield for cultivating applied technical talents, applied colleges and universities focus on cultivating talents who have both solid professional knowledge and strong practical ability, and can also seek direct benefits

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(efficiency) for society. This is different from the talent training in other types of colleges and universities. (Shen Yi&Xia Jianguo, 2019: 34).

Students' employability is an important indicator to measure the quality of talent training. There are many theoretical studies on college students' employability, mainly focusing on three aspects: concept and connotation, employment status and reasons, and related suggestions and countermeasures. (Mou Biao & Li Yongcheng，2019: 122). In empirical research, most current studies focus on general colleges and universities or a specific major, and less consideration is given to the differences in employability of college students from different types of colleges and universities. If China's higher education structural adjustment is to achieve breakthrough progress, it is necessary to strengthen research on application-oriented universities.As the first country to start studying the employability of college students, the UK has made great progress in the field of employability. The CareerEDGE model theory is the result of research and development by Pool and Sewell, and was updated and optimized in 2014 (Lorraine D. P. et al, 2014). The establishment of the Career EDGE model strives to fill the gap between the DOTS model that is too simple and superficial and the USEM model that is too academically abstract, and change the current situation that most employability-related models are either too complex and difficult to operate or too simple to fully measure employability (Ma Yongxia , Xue Han, 2016: 110). A useful tool for academics, career advisors, personal tutors and other participants in employability activities (Ma Yongxia et al, 2016: 111). The effectiveness of this model in improving the employability of college students has been tested and verified, and it can be used to assess the employability of college students in any higher education institution.At present, this model has been involved in China's employability research, but it lacks localization adjustments and is rarely used in measuring the employability of graduates from applied universities. It is very important to test the effectiveness of talent training in applied universities from the perspective of college graduates. Through the employability of college graduates, we can test whether the training of different types of talents is successful, and propose improvement measures based on this.

Research Objective

Based on the cultivation of employability, on the basis of existing research by domestic and foreign scholars, and taking applied undergraduate students as the research object, we conduct in-depth empirical research on the correlation between employability with different individual characteristics. The research purposes specifically include the following points

1. Based on the Career EDGE model, construct an employability model for students in applied universities in China.

2. Explore the current situation of employability of students in applied colleges and universities and whether it is affected by individual specificities (gender, family situation, place of origin, etc.).

3. Optimize employability training strategies in applied universities based on the employability factor model.

Research Methodology

This study mainly uses the questionnaire survey method, with the help of relevant literature review, with reference to different scholars' research on college students' employability, and based on the Career EDGE model to define the dimensions of college students' employability. Combined with the current situation of Chinese college students' education and social development, it conducts an analysis of colleges and universities A total of 70 teachers and relevant business personnel used the Delphi questionnaire for expert evaluation, and developed and designed the employability scale of Chinese applied university students based on the opinions of experts. Before the formal survey, pre-test screening questions were conducted on a small sample of 206 students who were seniors or within one year of graduation from three applied universities in the S region, and finally formed an employability scale for students in applied universities. During the formal investigation, this study collected a total of 1,039 questionnaires, of which 853 were valid questionnaires. Spss26.0 software was used to conduct reliability and validity testing, exploratory factor analysis, and T-test analysis on the data.

1.Delphi method

Since the Career EDGE theory selected in this study is a foreign, non-native theory, and there are relatively few studies on this theory in Chinese academic circles, the questionnaire cannot be used directly, but a process of localization of the questionnaire must be constructed. The construction of this part of the scale mainly uses survey and statistical methods. On the basis of comparing domestic and foreign college student employability scales and the design of college student employability scales by relevant domestic scholars and experts, the existing literature and materials are analyzed and sorted. Through group discussions and After the expert group's argumentation, Delphi questionnaires were distributed, the questionnaires were recovered and SPSS26.0 statistical analysis was performed.

The five bottom parts of the Career EDGE model are the foundation of the model. The middle layer is higher-value introspective cognitive activities, which are the basis for students' in-depth learning. It also affects the relationship between oneself and others. A large number of studies have shown that self-esteem and achievement are positively correlated. The basic level improves self-efficacy through the middle level, providing the most effective method for improving employability. In this model, the bottom model shows the externalized image of employability, which is transformed into internalized ability through the middle layer, thereby achieving the purpose of improving employability. The design of this scale is mainly to quantitatively evaluate the external image, so as to achieve the purpose of identifying internal abilities.

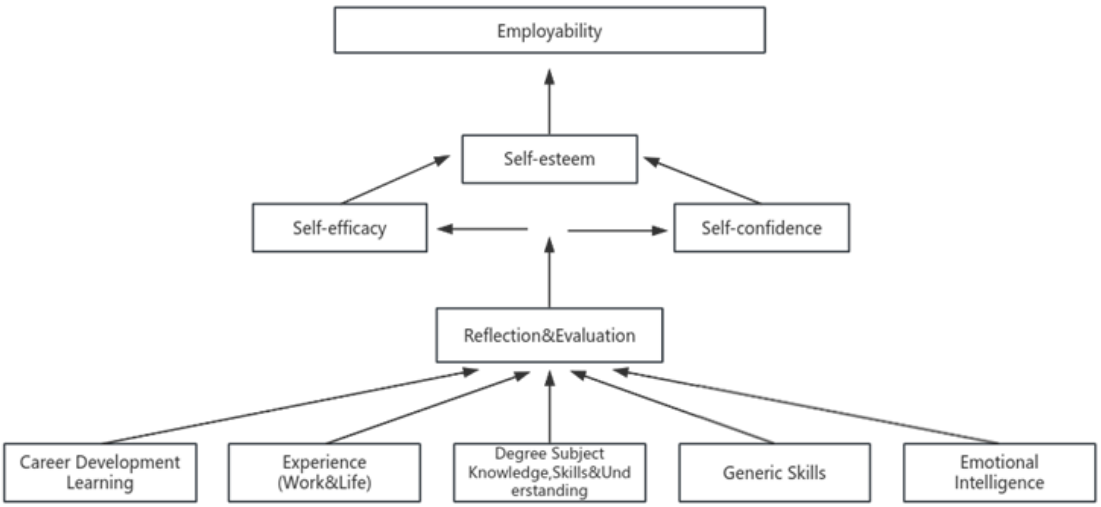

Figure 1 Career EDGE Theoretical structure diagramSource: From the author

Based on the Career EDGE theory, the original lower part includes five first-level indicators: professional knowledge and skills, general skills, work and life experience, career development learning, and emotional intelligence. It is combined with the upper level "self-esteem, confidence, and self-efficacy" and merged into personal qualities are first-level indicators, consisting of a total of 6 first-level indicators. After collecting and sorting out all indicators, a team of experts was organized to delete the ability scales and determine the initial employability scale. In this group discussion, a total of 9 people constructed the initial employability scale.

Table 1 Composition of panellists

Field	Name	Position	Number of people
University	MS.Wei	University A ,Teachers College ,Professor	6
	MR.Yu	University A ,IT Academy, Associate dean	
	MR.Hu	University A ,School of Fine Arts and Design,Deputy Party Secretary	
	MR.Cao	University A ,academy of Marxism,professional teachers	
	MR.Hao	University B ,Art school，Party Secretary	
	MR.Wang	College C，Film and Television Academy ， professional teachers	
Enterprise	MS.Tang	A Group Co., Ltd. HR department manager	3
	MS.Zhang	B Group Co., Ltd. HR department manager	
	MS.Yang	C Group Co., Ltd. HR department manager	

2.Questionnaire method

After preliminary analysis of the pre-survey results, the structure and content of the questionnaire were adjusted, and a total of 1033 questionnaires were distributed, with 853 usable questionnaires and an effective recovery rate of 82.4%.

Table 2 Sample schools and questionnaire collection statistics

School Name	Distribute questionnaire	valid questionaire	Effective questionnaire rate
University A	564	453	80.31%
University B	303	272	89.76%
College C	166	128	77.10%
total	1033	853	82.57%

Since the employability scale of this study's questionnaire is scored using a Likert scale, the reliability test uses Cronbach's α coefficient test method (Cronbach's α =0.839). At the same time, the reliability of each dimension is higher than 0.8, indicating its internal consistency. Higher, the measurement reliability is high. Therefore, the measurement of this questionnaire has high reliability.

Table 3 Dimensions of employability Cronbach's Alpha Coefficient reliability test

	Number of items	sample size	Cronbach α
Personal qualities	4	853	0.851
Professional knowledge and application	7	853	0.948
general ability	9	853	0.958
Career development planning	6	853	0.930
work and life experience	4	853	0.951
emotional intelligence	9	853	0.959

Exploratory factor analysis was conducted through SPSS26.0 software, and the KMO value was 0.888. Compared with the analysis in the pre-survey stage, the KMO value was improved. The significance level of Bartlett's sphericity test was 0.000<0.05, and the structural validity was good. and is very suitable for exploratory factor analysis.

Table 4 employability scale KMO and Bartlett's test

KMO		0.888
Bartlett's test of sphericity	Approximate Chi-squared value	6680.996
	df	741
	p value	0.000

After factor rotation, factor loading values greater than 0.40 were rearranged, and the commonality of all items was between 0.682-0.846, indicating that the common factor explained most of the variation in the variables. At the same time, the factor extraction situation and the amount of information extracted from the factors were analyzed. Analysis, as can be seen from the table below: A total of 6 factors were extracted from factor analysis, and the characteristic root values are all greater than 1. The variance explanation rates of these 6 factors

after rotation are 16.885%, 16.818%, 14.032%, 11.547%, 8.152%, respectively. 7.965%, the cumulative variance explanation rate after rotation is 75.399%, which is greater than 70%. It shows that the dimension division meets the requirements, and each dimension does not need to be adjusted.At the same time, the six factors are named respectively: personal qualities (JY1), professional knowledge and application (JY2), general ability (JY3), career development plan (JY4), work and life experience (JY5), emotional intelligence (JY6), The items under each dimension are named according to the order. JY1 includes a total of 4 items JY1-1, JY1-2, JY1-3, and JY1-4. JY2 includes JY2-1, JY2-2, JY2-3, JY2- 4. There are 7 questions in JY2-5, JY2-6, and JY2-7. JY3 includes JY3-1, JY3-2, JY3-3, JY3-4, JY3-5, JY3-6, JY3-7, and JY3. -8, JY3-9 has 9 items in total, JY4 includes 6 items in total JY4-1, JY4-2, JY4-3, JY4-4, JY4-5 and JY4-6, JY5 includes JY5-1 and JY5 -2, JY5-3, JY5-4, a total of 4 questions, JY6 includes JY6-1, JY6-2, JY6-3, JY6-4, JY6-5, JY6-6, JY6-7, JY6-8, JY6-9 has a total of 9 questions.

Table 5 Validity analysis results

Title	Factor loading						Communality
	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	
JY1-1					0.875		0.771
JY1-2					0.886		0.804
JY1-3					0.882		0.794
JY1-4					0.876		0.774
JY2-1			0.873				0.779
JY2-2			0.916				0.846
JY2-3			0.853				0.747
JY2-4			0.876				0.770
JY2-5			0.865				0.765
JY2-6			0.848				0.725
JY2-7			0.905				0.826
JY3-1		0.846					0.725
JY3-2		0.872					0.765
JY3-3		0.849					0.730
JY3-4		0.853					0.739
JY3-5		0.822					0.682
JY3-6		0.826					0.684
JY3-7		0.859					0.752
JY3-8		0.870					0.764
JY3-9		0.836					0.714
JY4-1				0.874			0.771
JY4-2				0.884			0.784
JY4-3				0.859			0.757
JY4-4				0.850			0.732
JY4-5				0.864			0.760
JY4-6				0.830			0.719
JY5-1						0.864	0.753

JY5-2						0.892	0.809
JY5-3						0.875	0.772
JY5-4						0.859	0.744
JY6-1	0.827						0.692
JY6-2	0.875						0.782
JY6-3	0.858						0.755
JY6-4	0.868						0.757
JY6-5	0.839						0.709
JY6-6	0.808						0.685
JY6-7	0.873						0.780
JY6-8	0.888						0.793
JY6-9	0.827						0.696
Eigen value(Unrotated)	7.013	6.541	5.480	4.256	3.116	3.001	-
% of Variance(Unrotated)	17.981%	16.771%	14.051%	10.913%	7.989%	7.694%	-
Cumulative % of Variance(Unrotated)	17.981%	34.752%	48.803%	59.716%	67.704%	75.399%	-
Eigen value(Rotated)	6.585	6.559	5.472	4.503	3.179	3.106	-
% of Variance(Rotated)	16.885%	16.818%	14.032%	11.547%	8.152%	7.965%	-
Cumulative % of Variance(Rotated)	16.885%	33.703%	47.734%	59.281%	67.433%	75.399%	-

Research Conceptual Framework

The conceptual framework of this rearch is illustrated in Figure 2.

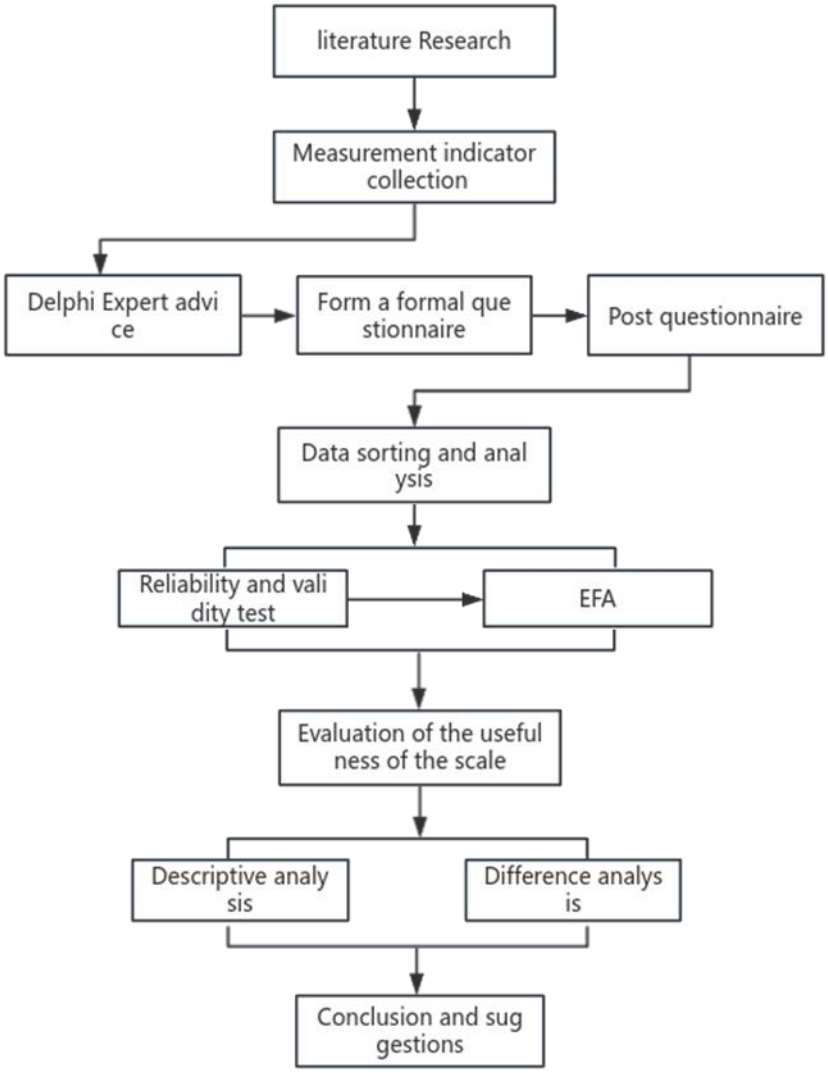

Figure 2 Research Conceptual Framework: From the author

Research Scope

1. Scope of the content

This study uses the Career EDGE model as the theoretical basis, analyzes the elements of employability of college students in applied universities through literature review, and improves the employability scale based on the expert consultation method. A self-designed questionnaire was used to investigate the current status of employability of graduates from three applied universities in Region S of China. Analyze the differences in employability among college students with different demographic characteristics through data and propose improvement strategies.

2. Regional scope

Because this study requires on-site visits and is based on practical considerations, it only focuses on some majors in three applied universities in Province S, China, and is not applicable to other regions and countries.

Table 6 Introduction to the school

School Name	school location	Main major
University A	S Province A City	There are a total of 67 undergraduate majors in computer science and technology, animation, preschool education, primary education, food science and engineering, digital media technology, visual communication design, Chinese language and literature, and pharmaceutical preparations.
University B	S Province B City	There are 82 undergraduate majors in automation, chemical engineering and technology, process equipment and control engineering, bioengineering, international economics and trade, law, accounting, materials science and engineering, rural regional development, nuclear engineering and technology, chemistry, and Japanese.
College C	S Province C City	Mechanical design, manufacturing and automation, robotic engineering, and the Liquor College offer 57 undergraduate majors such as brewing engineering (liquor direction), food quality and safety, digital economy, economics, e-commerce, international economics and trade, and economics and finance.

3. Population range

The expert consultation method selects experts such as human resource management researchers, university professors, heads of human resource management departments of government agencies, enterprises and institutions, etc. to issue Delphi electronic questionnaires.

The employability questionnaire was launched with undergraduates who graduated or are about to graduate from July 2022 to July 2023 from three applied universities in Province S, China.

4.Scope of the time From April 2023 to December 2023

Research Results

1.The employability of students in China's applied universities consists of six factors: personal qualities, general abilities, professional knowledge and application, career development planning, work and life experience, and emotional intelligence.

The talent training objectives of applied universities attach great importance to the compound and interdisciplinary nature of knowledge in terms of knowledge structure; in terms of ability structure, they mainly focus on comprehensive ability, practical ability and technological innovation ability, and in terms of quality structure, they have stronger social abilities. This study analyzes the employability of applied college students under the CareerEDGE model based on their personal factors and current occupational characteristics. On the basis of drawing on existing research results, this article combines the actual situation in China, integrates the best research resources, designs a set of operational evaluation standards and quantitative indicators, and conducts sample tests for application-oriented universities in S region, so as to build a more reasonable employment system. The ability structure model gives full play to the overall mechanism of employability. The College Student Employability Scale has a 6-factor structure, and the factors are named based on theoretical concepts. The six factors of employability are personal qualities, general abilities, professional knowledge and application, career development planning, work and life experience, and emotional intelligence.The specific indicators of the 6 factors include: first, personal qualities, including self-confidence, self-discipline, self-motivation, independence, sense of responsibility, honesty and trustworthiness, fairness, justice and openness; second, professional knowledge and application, including non-professional basic knowledge, professional knowledge, The application of professional skills and professional literacy; the third is general ability, including problem solving ability, interpersonal skills, and career support ability; the fourth is career development and planning, including career planning ability and job search ability; the fifth is work and life experience, including It includes classroom practical participation experience, professional practical participation experience, and successful career record. The sixth is emotional intelligence, which includes the ability to examine emotions and emotions and the ability to identify and use emotions.

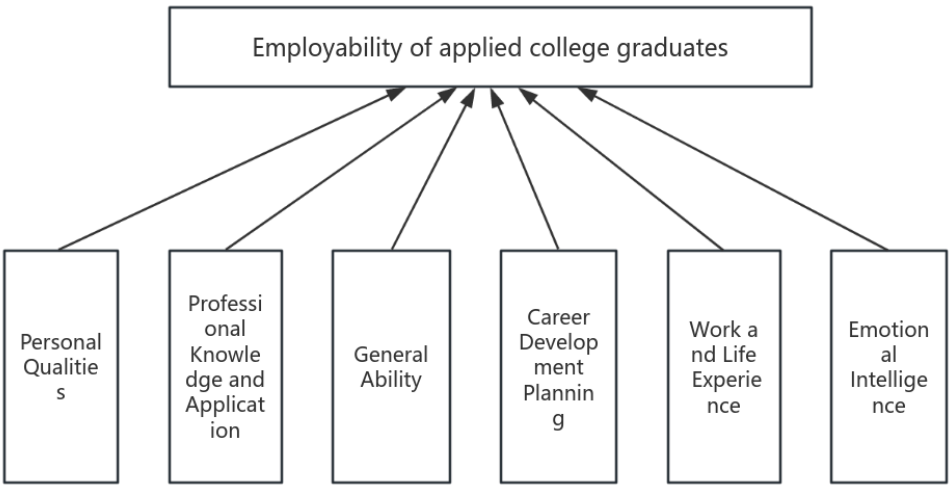

Figure 3 Employability composition chart of applied universitiesSource: From the author

2.The overall employability score of students in applied universities in China's S region is above average. The scores of personal qualities, professional knowledge and skills, and emotional intelligence are relatively high, and the career development planning ability scores are relatively low.

In terms of gender, there is no obvious difference in the proportion of men and women. The frequency of boys is 427, accounting for 50.06% of the total sample population, and the frequency of girls is 426, accounting for 49.94% of the total sample. In terms of family situation, the proportion of respondents who chose "no" was 62.95% who were not only children and 37.05% who were only children. For: "Your place of birth is", "township" accounts for the highest proportion of 37.16%. And the proportion of rural samples is 31.77%, and urban students account for 31%. The proportion of students from villages and towns is relatively high. From the perspective of household per capita monthly income: distribution, most samples are "2,001 yuan-10,000 yuan", and the proportion is 45.60%. The results of the questionnaire are related to the sources of students enrolled in the three universities. Among them, University A mainly recruits students from the capital city of S Province and the surrounding areas of the city, and from S Province. The main sources of students for University B are students from major towns and counties in Province S. College C mainly recruits students from the capital city of S Province and the towns and counties in S Province.

Table 7 Employability Scale Demographic Characteristics

Category	Title	Frequency	Percent (%)	cumulative percent(%)
Gender	Male	427	50.06	50.06
	Female	426	49.94	100.00
Are you an only child	YES	316	37.05	37.05
	NO	537	62.95	100.00
Place of student origin	village	271	31.77	31.77
	small towns	317	37.16	68.93
	City	265	31.07	100.00
Household per capita monthly income	< 2000 RMB	245	28.72	28.72
	2001 RMB-10000 RMB	389	45.60	74.33
	>10000 RMB	219	25.67	100.00
total		853	100.0	100.0

The questionnaire is a five-point scale, with the lowest score being 1, which means "strongly disagree", and the highest score for each question being 5, which means "very much agree". As can be seen from the table below, the employability averages of the 2022 and 2023 graduates of University A, University B, and College C are mostly above 3.5, indicating that the overall employability is well cultivated and developed. There are 10 items with an average score of 4.0 or above. The highest score is "JY1-4 Openness, Fairness and Justice", with an average score of 4.34 points. Among them, those with an average score below 3.5 are mainly in the career planning aspect. There are “JY4-1 able to make a career choice decision after careful consideration, JY4-2 clearly knowing his own interests and strengths, JY4-3 having good job search and self-presentation skills, JY4-4 in line with the needs of society and the employer. "Professional image, understand and abide by workplace ethics and conduct", the

lowest is "JY4-6 understand and abide by workplace ethics and conduct", with an average score of 3.06 points.

Table 8 Employability status

Title	N	Mean	S.D.	Sequence
JY1-1	853	4.14	0.706	3
JY1-2	853	4.29	0.66	2
JY1-3	853	4.14	0.74	4
JY1-4	853	4.34	0.631	1
JY2-1	853	4.04	0.74	6
JY2-2	853	3.92	0.75	13
JY2-3	853	3.63	0.761	31
JY2-4	853	3.76	0.725	24
JY2-5	853	3.83	0.738	19
JY2-6	853	3.88	0.738	15
JY2-7	853	4.01	0.685	8
JY3-1	853	3.46	0.803	37
JY3-2	853	3.86	0.719	18
JY3-3	853	3.63	0.781	32
JY3-4	853	4.05	0.731	5
JY3-5	853	3.7	0.756	27
JY3-6	853	3.4	0.806	38
JY3-7	853	3.8	0.791	22
JY3-8	853	3.76	0.786	25
JY3-9	853	3.66	0.767	30
JY4-1	853	3.4	0.759	39
JY4-2	853	3.4	0.835	40
JY4-3	853	3.51	0.804	36
JY4-4	853	3.29	0.802	41
JY4-5	853	3.15	0.842	42
JY4-6	853	3.06	0.878	43
JY5-1	853	3.6	0.694	33
JY5-2	853	3.88	0.666	16
JY5-3	853	3.57	0.758	34
JY5-4	853	3.83	1.041	20
JY5-5	853	3.69	1.051	28
JY5-6	853	3.863	1.205	17
JY5-7	853	3.893	1.192	14
JY5-8	853	4.04	0.74	7
JY6-1	853	3.965	1.142	12
JY6-2	853	3.974	1.134	11
JY6-3	853	3.987	1.12	9
JY6-4	853	3.69	1.051	29
JY6-5	853	3.987	1.043	10
JY6-6	853	3.83	1.041	21

JY6-7	853	3.76	0.786	26
JY6-8	853	3.57	0.758	35
JY6-9	853	3.8	0.694	23

3.There are significant differences in the employability of college students with different identities, different majors, whether they are only children, and whether they have specialties.There are no significant differences in gender, different places of origin, different family environments, etc.

(1) There are differences in the employability of college students with different identities.There are significant differences between fresh graduates and previous graduates in terms of JY2-1 "Possess non-professional basic knowledge", JY2-4 "Ability to skillfully use professional-related software and tools", and JY5-8 "Have a successful career record".

Table 9 T-test analysis of employability of college students with different identities

	Identity(Mean±S.D.)		***t***	***p***
	Graduates(n=376)	**Past graduates（Within 2 years of graduation）(n=477)**		
JY2-1	3.86±1.19	4.02±1.09	-2.037	0.042*
JY2-4	3.82±1.26	4.00±1.18	-2.128	0.034*
JY5-8	3.85±1.13	4.04±1.03	-2.475	0.014*

* $p<0.05$ ** $p<0.01$

(2) Are there differences in the employability of college students who are only children? There is a significant difference in employability between only children. There are significant differences in JY3-4 "Communicate with others", JY3-5 "Cooperate with others", JY6-5 "Able to consider problems from others' perspective", JY6-7 "Able to deal with some things more openly" . For example, some studies believe that grade, family location and whether they are an only child interact to affect the employability of college students, showing the interaction of multiple factors (Wang Yaojun, 2013). There are significant differences in teamwork ability and communication and coordination abilities between graduates who are only children and graduates who are not only children.

Table 10 A t-test analysis of the employability of college students who are only children

	Is it an only child?(Mean±S.D.)		***t*□**	***p*□**
	YES(*n*=316)	**NO(*n*=537)**		
JY3-4	4.03±1.13	3.85±1.26	2.126	0.034*
JY3-5	4.12±1.05	3.92±1.13	2.602	0.009**
JY6-5	3.86±1.16	4.03±1.10	-2.151	0.032*
JY6-7	3.79±1.32	3.99±1.15	-2.162	0.031*

* $p<0.05$ ** $p<0.01$

(3) There are differences in the employability of college students with special skills.It is found that students with special skills are found in JY2-5 "Able to apply professional knowledge into practice", JY4-5 "Conforming to the professional image of society and the employer", JY6-3 "Able to accept comments from others", JY6-6 There are differences in the employability abilities of "being able to properly control one's emotions and solve problems

rationally". At present, there are not many studies on the impact of expertise on the employability of college students. Some studies have analyzed the factors affecting the employability of migrant workers and believe that the employability of migrant workers is affected by many factors, one of which is skills and expertise. And skills expertise is positively related to the employability of migrant workers (Chen Zhaojiu, Deng Ying, Shen Yun, 2012).

Table 11 A t-test analysis of the employability of college students with special skills

	Have any special skills：(Mean±S.D.)		***t***	***p***
	YES(*n*=367)	**NO(*n*=486)**		
JY2-5	3.87±1.19	4.08±1.06	-2.639	0.008**
JY4-5	3.82±1.25	4.00±1.17	-2.165	0.031*
JY6-3	3.93±1.16	3.99±1.03	2.737	0.023*
JY6-6	3.92±1.14	4.02±1.11	2.195	0.031*

* $p<0.05$ ** $p<0.01$

(4) There are significant differences in the employability of college students in different majors.Through t-test analysis, it was found that the employability options of "JY2-6 possess humanistic knowledge" and "JY4-6 understand and abide by workplace ethics and conduct" among college students majoring in humanities and social sciences are significantly higher than those majoring in natural sciences, which is consistent with common sense. It seems counterintuitive that social science graduates are more difficult to find jobs. It may be related to the fact that social science graduates have been greatly improved in their humanistic feelings and humanistic qualities through the influence of humanities and social sciences. Some studies believe that different majors have significant differences in interpersonal communication skills and adaptability, and liberal arts students are significantly better than science and engineering students(Shi Yusheng&An Guihua,2014).

Table 12 T-test analysis of college students' employability in different major categories

	Professional category：(Mean±S.D.)		***t***	***p***
	Natural sciences(*n*=444)	**Humanities and Social Sciences(*n*=409)**		
JY2-6	3.75±1.24	3.93±1.20	-2.215	0.027*
JY4-6	4.00±1.20	3.84±1.22	1.977	0.048*

* $p<0.05$ ** $p<0.01$

Discussion

A total of 853 students were surveyed in this "Questionnaire on the Employability of College Students in Applied Universities". Among them, the gender of the students and whether they were only children were evenly distributed. From the perspective of family monthly income, most of them were above 2,000; the distribution of the number of students in the three schools The number of students in natural sciences and humanities and social sciences is relatively evenly distributed. Based on this, the basic situation of students this time meets the requirements for student types. The reliability and validity of the "Questionnaire on Employability of College Students in Applied Universities" are good, with the reliability of each subscale and dimension higher than 0.9. After further deleting a few items based on expert opinions, the validity also fully met the standard, which means that the data collected through this questionnaire can truly and reliably reflect students' employability.

The specific discussion is as follows:

1.The employability of students in China's applied universities consists of six factors. The application of this model can be better suited to improve the abilities of college students.

In terms of talent training, the biggest feature of applied colleges and universities is that it is directly integrated with production. Therefore, the knowledge that college students need to master is not only professional public basic knowledge, but also the practical ability to combine professional knowledge with practical reality and prepare for the future. Decision makers provide professional analysis to help make the right decisions. At the same time, in the face of the current fierce employment competition environment, strong general abilities increase the employment opportunities of college students in applied universities and improve the adaptability of college students in non-matching occupations. Personal qualities can help people stabilize their emotions in different jobs and adjust their mentality in time to regain confidence when facing difficulties. Having certain work experience can help graduates smoothly transition from students to professionals and adapt to the requirements of the employment unit more quickly. Emotional intelligence allows people to better perceive the emotions of people around them and give correct emotional feedback, and helps to better complete teamwork. Having a good career development plan can allow students to better focus on the learning of relevant knowledge, enhance students' intrinsic motivation for learning, increase students' internal drive for learning, and improve students' abilities.

2.China's graduates from applied universities have good results in cultivating professional knowledge and application, personal qualities and emotional intelligence, but poor results in cultivating general abilities and career planning abilities.

The results of the "Questionnaire on Employability of College Students in Applied Universities" combined with the above analysis show that through the analysis of the employability evaluation system under the CareerEDGE model, it can be seen that the average employability of college students in the three applied colleges and universities in Region S is above 3.0, indicating that The overall employability ability is well cultivated and developed. Among them, personal qualities, professional knowledge and skills, and emotional intelligence are well cultivated, but general abilities and career planning abilities are lacking. The primary goal of talent training in applied universities is to cultivate applied technical talents. Empirical data shows that the professional knowledge and application abilities of students in major universities have been well cultivated, and their personal qualities and emotional intelligence have also been improved in their study and life. From the perspective of talent training Judging from the quality classification evaluation, it has shown the characteristics of application-

oriented colleges and universities, and graduates have certain employment advantages. But in terms of long-term personal career development, the top priority should be to focus more on how to cultivate compound application-oriented talents. The current employment dilemma of applied talents lies in the imbalance of employability, especially non-cognitive abilities that point to the all-round development of individuals. There are fewer students with clear career plans, students have unclear employment views, and school employment guidance simply judges success or failure based on employment rates, which to a certain extent restricts the career development of applied talents.

3.There are differences in employability among students from applied universities with different characteristics, but their employment intentions are concentrated.

There are differences between fresh graduates and previous graduates in indicators related to professional abilities. The main reason is that fresh graduates have only learned theoretical knowledge related to career planning and have not formed a practical career planning thinking model. At the same time, they lack direct work experience. , fresh graduates are lacking in the comprehensive application of personal abilities. In addition, some fresh graduates have insufficient self-understanding and unclear employment intentions, and have the idea of avoiding employment. There are differences between only children and non-only children in emotional intelligence indicators such as "teamwork ability" and "communication and coordination ability." Studies have shown that only children perform better than non-only children in group interactions, community relationships, and teacher-student relationships (Xu Chuanxin, 2006). Only children do not have the life experience of brothers and sisters when growing up. Based on the theory of "social interaction compensation and expansion", it is more conducive to cultivating only children to deal with interpersonal relationships. Such characteristics are also reflected in the learning life of only children. Individual creativity, stress resistance, adaptability, team awareness and independent problem-solving abilities will be stronger. It has not been long since the introduction of mental health education courses in higher education in China. There is a phenomenon of differentiation in emotional intelligence levels among students. The jobs provided by companies for undergraduates do not have good professional ability requirements, but they pay more attention to the performance of students' emotional intelligence. Therefore, during the job search process, students Among them, emotional intelligence has become an important factor affecting whether students can obtain a career. Students with special skills perform better in emotional intelligence than students without special skills and are more likely to obtain positions. Although there are individual differences in employability among different students, students’ employment intentions will focus more on the opinions of their families, and the public postgraduate entrance examination has become the first employment choice for some graduates from applied universities. Studies have shown that graduates from local applied colleges are more willing to take civil service, public institution examinations and interviews with state-owned enterprises. They are not very enthusiastic about the main entities of employment, such as private enterprises and small and micro enterprises, and are even less willing to start their own businesses. The proportion of postgraduate entrance examinations is also low. It is constantly increasing (Liu Man, 2021), making it more difficult to find a job.

4.The talent training methods of applied universities are convergent, and the quality of practical training needs to be improved.

Practical teaching is an important teaching model in applied universities, in which practical training is the main form to improve students' work and life experience. Internship training in applied colleges and universities is divided into unified organizations and personal contacts. Among them, the enterprises in unified organizations are concentrated in those enterprises that have long-term school-enterprise cooperation relationships with the schools, and lack the role of demonstration and leadership; the enterprises in personal contacts lack understanding of the school and have poor understanding of the school. Students lack a sense of responsibility, resulting in superficial training and failing to achieve the role of real internship training. In addition, there are also application-oriented universities that lack quality monitoring of the students' internship training process and are unable to correctly evaluate the quality of students' internship training. If things continue like this, application-oriented universities will be unable to maintain their characteristic development path and lose their core competitiveness.

Suggestion

According to the data analysis of the CareerEDGE model of employability of college students in applied universities, their employability can be improved from the following aspects:

1. School aspect

(1) Build an employment guidance platform to guide students to correctly understand themselves.By establishing a sound career guidance platform, it helps to shape students' correct concepts of career choice. For college students in application-oriented universities, we provide guidance to them in formulating career plans that are consistent with their personal backgrounds to help them accurately locate and make timely adjustments in the career selection process, and ultimately find an employment unit that suits them. Compared with students from other universities, college students from applied universities have certain advantages in understanding ability and practical skills. Therefore, we should give full play to our professional advantages and find the point of convergence between our personal core competitiveness and social needs.

(2) Enrich professional training, strengthen school-enterprise cooperation, and stimulate students’ enthusiasm for the workplace.In response to the society's demand for students' knowledge, abilities and quality structure, we build a practical teaching base, and research and formulate innovative talent training programs that integrate theoretical teaching and practical activities inside and outside the school, inside and outside the classroom, aiming to become the basic guarantee for cultivating students' employability. At the same time, we strengthen cooperation with enterprises and show students the job market's requirements for employee quality, corporate culture concepts, and successful employment cases in a targeted manner to further stimulate students' professional enthusiasm.

(3) Encourage independent entrepreneurship and expand multiple employment channels.In addition to guiding graduates from applied colleges and universities to find suitable employment paths, it also encourages them to choose independent innovation if they are having trouble finding a job or seeking better development. The school can invite successful entrepreneurial alumni to give lectures to students in related majors, and at the same time, hire

experts or professors with rich entrepreneurial experience to guide students who are willing to start a business. Conduct necessary theoretical training on entrepreneurial knowledge, set up entrepreneurial groups, and establish entrepreneurial platforms. Invite outstanding entrepreneurs to share entrepreneurial methods and experiences to stimulate the entrepreneurial enthusiasm of college students.

2. Students aspect

(1) Plan according to your own characteristics, increase enthusiasm and initiative, and improve your own abilities.College students will deepen their knowledge and understanding of themselves through interacting with others, thereby exploring their true interests and hobbies. Self-exploration not only requires continuous self-analysis to understand the true characteristics and abilities of the inner self, but also integrates these to avoid abilities such as "what I like is not what I am good at" and "what I am doing is meaningless" mismatch with their wishes, and this mismatch is likely to lead to obstacles to future career development. Therefore, students in applied colleges and universities are prone to blind obedience and confusion in their employment planning. The real reason for preparing for employment should not be Pursue popular positions or follow blindly. At the same time, different employability abilities should be improved in a targeted manner based on their own characteristics.

(2) Pay attention to the interaction between teachers and students, strengthen communication with instructors, and obtain positive incentives.Instructors have a positive impact on improving students' employability. Students in applied colleges and universities should take the initiative to communicate with their instructors so that their instructors can understand their thoughts and needs in a timely manner and provide more appropriate employment guidance and employment assistance for future employment recommendations.

Limitations of the paper and suggestions for follow-up research，First of all, the sample size of this study is relatively sufficient, but only some majors from three applied universities in the S region were investigated, and no investigation was conducted on applied universities outside the S region. Secondly, this study mainly used self-evaluation measures. Collecting data using a table may have a certain impact on the scientific nature of the research results. Therefore, in subsequent research, the sample size can be expanded to various levels of applied universities in other regions of China to further verify the validity of the scale. sex.

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