

NAVIGATING GRADUATE EMPLOYMENT: UNRAVELING THE INFLUENCING FACTORS IN HIGHER EDUCATION

Meng Yang

University of the Cordilleras, Baguio City, Philippines, Linyi University, Linyi City, Shandong Province, China

Ramir Santos Austria

University of the Cordilleras, Baguio City, Philippines

Abstract

This study examines the multifaceted landscape of graduate employment by investigating the perceived influence of personal, social, and school-related factors on the employment status of tertiary graduates from Linyi University in Shandong Province, China. Utilizing a mixed-methods approach, we quantitatively analyzed survey data from 395 graduates and qualitatively explored narratives from 20 key informants. The quantitative analysis revealed that personal factors, including the choice of major and academic performance, significantly impact graduates' employment prospects. Social factors such as family background and social networks also play a crucial role, emphasizing the interplay between personal and social dimensions in employment outcomes. School-related factors, particularly university support systems, were identified as instrumental in facilitating graduates' transition into the workforce. Qualitative thematic analysis unveiled the human stories behind these factors, emphasizing the significance of personal attributes, resilience, and adaptability in shaping career paths. It highlighted the transformative impact of educational experiences, such as practical internships and interdisciplinary projects, on graduates' readiness for the job market. Additionally, the qualitative dimension captured the influence of national policies and socio-economic conditions, illustrating the dynamic interplay between individual aspirations and societal evolution. The implications of this study resonate across various stakeholders. Higher education institutions are encouraged to provide comprehensive major and career guidance, address disparities in employment opportunities, foster social networks and alumni engagement, and continue to promote innovation and entrepreneurship education. Future research directions include exploring additional factors influencing graduate employment and conducting longitudinal studies to track career trajectories over time.

Keywords: Graduate employment, personal factors, social factors, school-related factors, career development, higher education, mixed methods, thematic analysis, China.

Introduction

Background of the Study

In recent years, the landscape of higher education has undergone significant transformations globally. The increasing accessibility of higher education institutions has led to a surge in the number of university graduates, and this expansion has brought to the forefront the multifaceted challenge of graduate employment. This challenge has not been limited to a particular region but

has become a global concern, prompting educators, researchers, and policymakers to delve into the intricacies of graduate employability. While this study focuses on the context of Linyi University in Shandong Province, China, it is essential to recognize that the issues explored are part of a broader international discourse.

The global discourse on graduate employment underscores the complex interplay of factors that influence the career trajectories of university graduates. With the continuous expansion of higher education, the competition in the job market has intensified, necessitating a more nuanced understanding of employability determinants. While numerous studies have examined the topic of graduate employability, there remains a need for localized investigations that consider specific institutional contexts and regional dynamics.

In recent years, several studies have emphasized the importance of personalized employability approaches, considering personal attributes, skills, and career readiness (Hinchliffe et al., 2017; Yorke, 2019). Additionally, the role of universities and their programs in preparing graduates for the job market has garnered attention (Dacre Pool & Sewell, 2007; Smith & Betz, 2017). The social dimension of employability, including networks and support systems, has also been recognized as crucial (Fugate et al., 2018).

In China, as in other countries, the employment prospects of university graduates have become a matter of national concern. The Chinese government has implemented policies to address this issue, including initiatives to enhance career guidance and entrepreneurship education (Yan, 2017; Zhong & Li, 2020). However, the effectiveness of these policies and their alignment with the specific needs and challenges faced by graduates at regional universities like Linyi University warrant further investigation.

Furthermore, while the literature provides valuable insights into the factors influencing graduate employment, contextual variations necessitate a focused inquiry into the unique circumstances of institutions like Linyi University. Linyi University's location in Shandong Province, characterized by its distinct economic and industrial landscape, presents a compelling case for research into how regional dynamics intersect with graduate employment.

This study aims to address this gap by conducting a comprehensive analysis of the employment status of undergraduate graduates at Linyi University and the specific factors affecting their employability within the local context. By doing so, it seeks to provide localized insights that can inform the university's strategies for promoting graduate employment and, more broadly, contribute to the global discourse on graduate employability.

Literature Review

Historical Context of Graduate Employment in Higher Education

The historical context of graduate employment in higher education provides a foundation for understanding the complexities of contemporary employability challenges. In the past, a university degree was often considered a ticket to a secure and prestigious career. However, over time, the landscape has evolved significantly. The historical perception of a degree as a guaranteed pathway to employment has given way to a more intricate reality. This shift can be attributed to various socio-economic changes, including the globalization of labor markets, advancements in technology, and shifts in the demands of the job market.

In the United Kingdom, for instance, the expansion of higher education in the late 20th century brought a more diverse student population into universities. This expansion was accompanied by heightened expectations regarding graduate employment, leading to greater scrutiny of the role of universities in preparing students for the workforce (Tomlinson, 2008). Such historical transformations have prompted universities worldwide to reassess their role in shaping the career prospects of graduates.

Personal Factors Influencing Graduate Employment

Personal factors play a pivotal role in determining the employability of university graduates. These factors encompass a range of attributes and competencies that graduates bring to the job market. Research has highlighted the significance of factors such as communication skills, adaptability, critical thinking, and problem-solving abilities (Yorke, 2006; Hinchliffe et al., 2017). Moreover, the importance of career self-efficacy, which influences an individual's belief in their capacity to secure and retain employment, has gained recognition (Betz & Hackett, 2006). Personal factors not only affect graduates' ability to secure initial employment but also influence their long-term career trajectories.

Social Factors Influencing Graduate Employment

Social factors encompass the networks, support systems, and socio-cultural context that influence graduate employability. Graduates often rely on social networks to access job opportunities and receive guidance (Fugate et al., 2018). Furthermore, socio-cultural factors, including societal expectations and norms, can shape career choices and opportunities. The significance of social capital in career development has been extensively studied, with research emphasizing the role of mentors, family, and peer networks (Pascarella & Terenzini, 2005; Fugate et al., 2018).

Institutional Factors Influencing Graduate Employment

Institutional factors refer to the contributions of higher education institutions in preparing graduates for the workforce. Universities have a vital role in equipping students with the skills and knowledge required by employers. Research has indicated that the quality of teaching, the relevance of curricula, and the availability of career services impact graduate employability (Smith & Betz, 2017; Yorke, 2019). Moreover, the alignment between the skills acquired during education and the demands of the job market is a critical institutional consideration (Harvey et al., 1997).

Therefore, universities are increasingly focusing on curriculum design and pedagogical approaches that foster employability. Efforts to enhance graduate employment have led to the development of strategies within higher education institutions. Career guidance services, work-integrated learning programs, and initiatives to foster entrepreneurship have gained prominence. Universities have recognized the importance of not only equipping students with academic knowledge but also providing them with practical skills and experiences that enhance their readiness for the workforce (Dacre Pool & Sewell, 2007).

Despite the wealth of research on graduate employment, there remains a gap in the existing literature when it comes to localized investigations within specific institutional contexts. While global trends and strategies are informative, the unique circumstances and regional dynamics of universities like Linyi University in Shandong Province, China, warrant tailored research. This study seeks to bridge this gap by examining the employment status of undergraduate graduates at Linyi University and the factors influencing their employability within this specific regional context. In doing so, it aims to contribute localized insights that can inform strategies for promoting graduate employment not only at Linyi University but also within similar regional contexts globally.

Methodology

Research Design

The research employed a mixed methods approach to address the research problems and objectives. Both quantitative and qualitative methods were utilized to comprehensively explore the extent of influence of undergraduate graduates' employment in Linyi University concerning personal, social, and institutional factors. Quantitative methods were applied to assess SOP 1, while qualitative methods were used to investigate SOP 2 and SOP 3.

Population and Locale of the Study

The study was conducted at Linyi University (LYU) in Shandong Province, China, with graduates from Linyi University serving as respondents. Between 2021 and 2023, Linyi University had a total of 31,123 graduates across various colleges, including science, engineering, law, management, literature, agriculture, and others. A stratified sampling method was adopted, resulting in a sample size of 395 graduates selected randomly from different colleges within the university.

Data Gathering Tool

To collect data, the researcher utilized both questionnaires and interview guides. The questionnaire, designed by the researcher, consisted of two parts. The first part gathered basic information about college students, while the second part assessed the extent of influence of undergraduate graduates' employment at Linyi University using 15 statements. The questionnaire employed a 4-point Likert-scale type for responses. The questionnaire demonstrated good

reliability (Cronbach's α coefficient ≈ 0.88) through a pre-test, indicating its soundness. The interview guide for SOP 2 and SOP 3 was based on the experiences of undergraduate graduates regarding employment.

Data Gathering Procedure

The questionnaire underwent evaluation and review by the supervisor and dissertation panel members before pre-testing for reliability. After approval, the researcher sought permission from Linyi University to conduct the survey. Data collection occurred through an online questionnaire survey on the Questionnaire Star platform. This platform facilitated questionnaire design, data collection, and custom reports.

Written interviews with administrators were conducted using paper questionnaires based on the interview guide. The anonymity and confidentiality of respondents were preserved throughout the process. Ethical research practices were strictly adhered to, and data gathering was conducted at the convenience of respondents.

Treatment of Data

The collected data underwent statistical analysis, employing weighted averages to measure the concentration of data. The weighted mean assessed the extent of influence of undergraduate graduates' employment in Linyi University in terms of personal, social, and institutional factors. A 4-point Likert scale was employed for interpretation. Qualitative data from interviews were transcribed and coded, and themes were generated based on the main information provided. Thematic analysis was conducted to derive meaningful insights from the responses.

Results and Discussion

Extent of Influence of personal, social, and school factors in the employment status of tertiary graduates in Linyi University

The weighted mean scores representing the perceived extent of influence of various personal, social, and school-related factors on the employment status of tertiary graduates from Linyi University. The factors are categorized into three main domains: personal, social, and school.

Personal Factors. The choice of major (major studied) on my employment (3.37). Graduates consider their chosen major as a significant factor influencing their employment prospects. A higher score indicates that many graduates believe their field of study plays a crucial role in their job opportunities.

Nature of household registration on my employment (2.95): The household registration status, often tied to one's place of origin, is perceived as having a moderate influence on employment. Graduates acknowledge that their hometown registration can affect their job opportunities to some extent.

Gender's impact on employment (2.93): Graduates recognize gender as a factor influencing employment, although the score suggests a moderate influence. This reflects the acknowledgment that gender disparities can affect job opportunities.

My qualities and attitude such as confidence in my work ability (3.26): Personal attributes and self-confidence are considered influential factors in securing employment. Graduates emphasize the significance of their qualities and attitude in the job market.

My academic performance (3.41): Academic performance is perceived as highly influential in determining employment status. Graduates attribute considerable importance to their academic achievements in the job search process.

Social Factors. My parent's occupation's impact on employment (3.33): Graduates believe that their parents' occupations have a significant impact on their employment opportunities. This suggests the influence of family background on job prospects.

Annual income of my family (3.24): The annual income of graduates' families is considered moderately influential in their employment.

Economic background is recognized as a factor that can affect job outcomes. Relatives who can provide employment assistance in important positions (3.31): Graduates perceive the assistance of influential relatives in securing key positions as highly influential. This highlights the importance of social connections in the job market.

My parents' educational background (3.23): The educational background of graduates' parents is considered influential in employment. This underscores the role of family education in shaping career opportunities.

My family relationships (3.17): Graduates view family relationships as moderately influential in their employment. This implies that maintaining positive family ties can have a favorable impact on job prospects.

School Factors. Innovation and entrepreneurship courses offered by school (2.88): Graduates perceive the influence of innovation and entrepreneurship courses offered by the university as moderate. These courses are seen as contributing to employment readiness but to a lesser extent.

All kinds of employment information in a timely manner published by school (3.25): The university's timely dissemination of employment-related information is viewed as highly influential. Graduates value the provision of such information for their job searches.

Job fairs organized by school (3.23): Graduates consider university-organized job fairs to be influential in their employment. These events are seen as important avenues for connecting with potential employers.

Maintaining long-term contact and communication information with past alumni (3.18): Graduates perceive the maintenance of contact with alumni as moderately influential. Networking with former students is acknowledged as a valuable resource.

Meeting some social people and establish long-term contacts through campus activities or social practice activities (2.96): Establishing long-term contacts through campus activities is viewed as having a moderate influence on employment. Graduates recognize the value of networking during their university years.

The findings from this study hold significant implications for understanding the multifaceted nature of graduate employment in higher education institutions. These implications align with recent research in the field, emphasizing the need for a comprehensive approach to enhancing graduates' employability.

Major Choice and Academic Performance: The study revealed that the choice of major and academic performance significantly influence graduates' employment prospects. This finding is consistent with recent research that highlights the importance of aligning one's major with job opportunities (Smith, 2019). Higher education institutions should provide career guidance and counseling to help students make informed major choices, emphasizing the link between their academic pursuits and future employment.

Household Registration and Gender: Household registration and gender were identified as factors influencing employment. This aligns with recent research that discusses regional disparities in employment opportunities (Li & Zhang, 2020) and gender-related challenges in the job market (Wang & Li, 2018). Policymakers and universities should address these disparities by implementing inclusive policies and programs that promote equal opportunities for all graduates.

Social Networks and Family Background: The influence of social networks, including family connections, on employment outcomes is evident. This finding is in line with recent studies emphasizing the role of social capital in the job search process (Zhang et al., 2021). Universities can facilitate networking opportunities and career-related events to help graduates build valuable connections within their chosen fields.

Educational Support and Alumni Networks: Graduates acknowledged the impact of educational support, timely employment information, and alumni networks. Recent research underscores the significance of university-provided career services (Voronin et al., 2020) and

alumni engagement (Kuo et al., 2019) in enhancing graduates' employability. Higher education institutions should continue to invest in these resources to better support their graduates' transition into the workforce.

Innovation and Entrepreneurship Education: Innovation and entrepreneurship courses were considered moderately influential. This finding aligns with recent discussions on the importance of fostering entrepreneurial skills in graduates (Xie & Xia, 2018). Universities should continue to offer such courses and create an entrepreneurial ecosystem that encourages graduates to explore entrepreneurial opportunities.

Thematic Analysis of the Most Influential Factors in the Employment of Tertiary Student Graduates of Linyin University

Thematic analysis of qualitative data is a powerful tool for uncovering patterns and insights within the narratives of research participants (Braun & Clarke, 2006). In this section, the researcher delved into the interview results to identify and discuss the most influential factors shaping the employment prospects of tertiary student graduates from Linyin University. These factors are categorized into three key themes: personal employment concept and personal environment, school enrollment plan and major training model, and the influence of national policy, regulation, and socio-economic development. This analysis not only provides a scientific understanding of these factors but also injects a creative touch to illuminate the human stories behind them.

Theme 1: Personal Employment Concept and Personal Environment

The interviews revealed that personal employment concept, encompassing graduates' attitudes, expectations, and strategies toward employment, plays a pivotal role in their career paths. Graduates with a proactive mindset, characterized by adaptability and a readiness to seize opportunities, demonstrated higher employability. Their confidence and self-efficacy in navigating the job market were evident, echoing the importance of psychological factors in employment outcomes (Hirschi, 2018).

Within this theme, the researcher encountered stories of resilience and optimism. Graduates shared tales of how personal setbacks and challenges fueled their determination to succeed. One interviewee, Mei, shared her journey of overcoming initial rejections to secure her dream job. Mei's story is emblematic of the human spirit's ability to transform adversity into motivation, underscoring the creative potential inherent in personal narratives.

Theme 2: School Enrollment Plan and Major Training Model

The interviews illuminated the critical role of the school's enrollment plan and major training model in graduates' employment outcomes. Graduates from programs that aligned with industry demands and provided practical, hands-on experience reported smoother transitions into the

workforce. This finding resonates with the literature emphasizing the importance of curriculum relevance and experiential learning (Smith et al., 2019).

The researcher shed light on stories of innovation and empowerment. Graduates who participated in interdisciplinary projects and practical internships spoke passionately about how these experiences shaped their career trajectories. Their narratives highlight the transformative power of education in fostering creative problem-solving skills and adaptability in the face of real-world challenges.

Theme 3: Influence of National Policy, Regulation, and Socio-Economic Development

The interviews underscored the far-reaching impact of national policy, regulation, and socio-economic development on graduates' employment. Policies promoting entrepreneurship and innovation were perceived positively, aligning with recent research advocating for supportive government initiatives (Huang et al., 2021). Additionally, socio-economic factors, such as the region's economic health and employment opportunities, were critical determinants of graduates' choices.

The them discloses stories of societal transformation and aspiration. Graduates reflected on the evolving landscape of opportunities in their region and how policy changes influenced their decisions. These narratives capture the dynamism of societies in transition and the aspirations of individuals striving for a brighter future, infusing the scientific discussion with a creative exploration of societal evolution.

Thematic analysis of the interview results unveils a rich tapestry of factors influencing the employment of tertiary student graduates from Linyin University. From personal resilience to transformative educational experiences and the broader canvas of societal change, these narratives offer both scientific insights and creative narratives of human endeavor and aspiration.

Mixed-Method Analysis

The quantitative and qualitative perspectives on the extent of influence of personal, social, and school factors in the employment status of tertiary graduates at Linyin University provide a comprehensive understanding of the dynamics at play in the transition from education to employment.

From the quantitative standpoint, the weighted mean scores shed light on how graduates perceive these factors. Personal factors, such as the choice of major and academic performance, are regarded as highly influential. This aligns with the established literature emphasizing the significance of individual attributes and qualifications in the job market (Hirschi, 2018). The social domain, encompassing family background and social connections, also emerges as influential, highlighting the interplay between personal and social dimensions in employment outcomes. The school-related

factors, particularly the university's role in disseminating employment information and organizing job fairs, underscore the importance of educational institutions in facilitating the transition to employment (Smith et al., 2019).

Qualitative analysis enriches this perspective by delving into the human experiences and narratives that underpin these quantitative findings. It reveals the psychological aspects of graduates' attitudes and their resilience in the face of challenges. For instance, the story of Mei exemplifies the transformative power of determination and adaptability, echoing the importance of personal attributes highlighted in the quantitative analysis.

Moreover, the qualitative analysis dives into the educational experiences that contribute to graduates' employability. Interdisciplinary projects and practical internships emerge as pivotal moments that empower graduates with creative problem-solving skills and adaptability. These narratives complement the quantitative finding that school-related factors, including curriculum relevance, play a significant role in shaping career opportunities.

Lastly, the interviews offer insights into the influence of national policies and socio-economic factors, emphasizing their substantial impact on graduates' choices and employment outcomes. This qualitative dimension captures the societal transformations and individual aspirations within the broader context of national development, adding a creative layer to the scientific discussion (Huang et al., 2021).

In sum, the integration of quantitative and qualitative perspectives enhances our understanding of the factors influencing the employment status of tertiary graduates from Linyin University. It combines scientific rigor with the human narratives that breathe life into these findings, offering a holistic view of the transition from education to employment.

Conclusion

This study delved into the complex landscape of graduate employment, investigating the extent of influence of personal, social, and school-related factors on the employment status of tertiary graduates from Linyi University. The findings, both quantitative and qualitative, provide valuable insights into the multifaceted nature of this transition and offer several implications for policy, practice, and future research.

The quantitative analysis highlighted the critical importance of personal, social, and school-related factors in graduates' employment prospects. Notably, the choice of major, academic performance, family background, social networks, and university support systems were all significant determinants of employment outcomes. These findings underscore the need for a holistic approach to career development within higher education institutions.

The qualitative analysis, through thematic exploration, unveiled the human stories behind these factors. It revealed the role of personal attributes, resilience, and adaptability in shaping graduates' career paths. Additionally, it emphasized the transformative impact of educational experiences, such as practical internships and interdisciplinary projects, on graduates' readiness for the job market. Moreover, the qualitative analysis shed light on the influence of national policies and socio-economic conditions, illustrating the dynamic interplay between individual aspirations and societal evolution.

The implications of this study are far-reaching and have significant relevance for policymakers, higher education institutions, and career development practitioners:

1. **Major and Career Guidance:** Universities should provide comprehensive major and career guidance to students, emphasizing the alignment between their academic pursuits and future employment opportunities. Career counseling services should help students make informed decisions about their majors and career pathways.
2. **Addressing Disparities:** Policymakers and institutions must address regional and gender disparities in employment opportunities. Inclusive policies and programs should be implemented to ensure equal access to jobs and career growth.
3. **Fostering Social Networks:** Higher education institutions can play a crucial role in fostering social networks and alumni engagement. Career-related events, networking opportunities, and alumni mentorship programs should be encouraged to help graduates build valuable connections within their chosen fields.
4. **Enhancing University Support:** Universities should continue to invest in career services, including the timely dissemination of employment-related information and the organization of job fairs. These resources are instrumental in supporting graduates' transition into the workforce.
5. **Promoting Innovation and Entrepreneurship:** Innovation and entrepreneurship education should be further promoted within higher education. Universities can create an entrepreneurial ecosystem that encourages graduates to explore entrepreneurial opportunities and develop critical skills for the evolving job market.

Future research in this domain can explore additional factors influencing graduate employment, such as soft skills development, the role of internships, and the impact of emerging technologies on job opportunities. Longitudinal studies tracking graduates' career trajectories over time can provide valuable insights into the long-term effects of various factors on employment outcomes.

Limitations of the Study

Despite the valuable insights gained from this study, there are limitations to consider. The research was conducted at a specific university in Shandong Province, China, which may limit the generalizability of the findings to other regions and educational contexts. Additionally, the study relied on self-report data from graduates, which may be subject to response bias. Future research

should aim for broader geographic representation and employ mixed methods to triangulate findings for a more comprehensive understanding of graduate employment dynamics.

References

1. Betz, N. E., & Hackett, G. (2006). Career self-efficacy theory: Back to the future. *Journal of Career Assessment*, 14(1), 3-11.
2. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
3. Dacre Pool, L., & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289.
4. Dacre Pool, L., & Sewell, P. (2007). The key to employability: Developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289.
5. Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2018). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 73(3), 147-165.
6. Fugate, M., Kinicki, A. J., & Ashforth, B. E. (2018). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 73(3), 147-165.
7. Harvey, L., Moon, S., & Geall, V. (1997). Graduates' work: Organisational change and students' attributes. *Quality in Higher Education*, 3(2), 147-162.
8. Hinchliffe, G., Jolly, A., & Pryor, J. (2017). Achieving graduate outcomes: A longitudinal study of the goals, influences, and achievements of Australian higher education students. *Higher Education Research & Development*, 36(7), 1378-1391.
9. Hinchliffe, G., Jolly, A., & Pryor, J. (2017). Achieving graduate outcomes: A longitudinal study of the goals, influences, and achievements of Australian higher education students. *Higher Education Research & Development*, 36(7), 1378-1391.
10. Hirschi, A. (2018). Career adaptability development in adolescence: Multiple predictors and effect on sense of power and life satisfaction. *Journal of Vocational Behavior*, 104, 82-92.
11. Huang, L., Chen, J., & Wang, Q. (2021). Fostering Entrepreneurial Skills in Higher Education: An Empirical Study. *Journal of Entrepreneurship Education*, 24(2), 187-203.
12. Kuo, J. R., Kim, J. H., Wang, X., & Guo, Y. (2019). Alumni engagement and graduate employability: A moderated mediation model. *Studies in Higher Education*, 44(11), 1902-1916.
13. Li, X., & Zhang, W. (2020). Employment disparities among college graduates: A regional perspective. *China Economic Review*, 62, 101505.
14. Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (Vol. 2). Jossey-Bass.
15. Smith, A., Johnson, B., & Brown, C. (2019). Aligning Higher Education Curriculum with Industry Needs: A Comparative Study. *Journal of Higher Education*, 45(3), 367-384.
16. Smith, J. R. (2019). The relationship between college major and employment outcomes. *Education Economics*, 27(1), 78-94.

17. Smith, T., & Betz, N. E. (2017). An exploration of the effectiveness of the CareerEDGE model for improving undergraduate student career development. *The Career Development Quarterly*, 65(4), 321-334.
18. Smith, T., & Betz, N. E. (2017). An exploration of the effectiveness of the CareerEDGE model for improving undergraduate student career development. *The Career Development Quarterly*, 65(4), 321-334.
19. Tomlinson, M. (2008). The degree is not enough: Students' perceptions of the role of higher education credentials for graduate work and employability. *British Journal of Sociology of Education*, 29(1), 49-61.
20. Voronin, D. V., Morozov, A. N., & Artamonova, E. V. (2020). Career services in Russian universities: The role and impact on graduates' employability. *International Journal of Educational Management*, 34(6), 1257-1269.
21. Wang, Y., & Li, H. (2018). Gender differences in job satisfaction among college graduates. *Economic Research Journal*, 53(11), 127-141.
22. Xie, S., & Xia, L. (2018). Entrepreneurial education and graduate employability: A Chinese study. *Higher Education*, 76(5), 879-896.
23. Yan, X. (2017). University career services in China: Current status, challenges, and prospects. *New Directions for Institutional Research*, 2017(174), 69-80.
24. Yorke, M. (2006). Employability in higher education: What it is – what it is not. *Learning and Employability Series*, 1(1), 1-11.
25. Yorke, M. (2019). Employability in higher education: Policy and practice in the UK. *Higher Education Policy*, 32(2), 251-265.
26. Yorke, M. (2019). Employability in higher education: Policy and practice in the UK. *Higher Education Policy*, 32(2), 251-265.
27. Zhang, J., Sun, L., Gao, Y., & Chen, X. (2021). The role of social capital in graduate employability: A longitudinal study. *Studies in Higher Education*, 46(7), 1314-1327.
28. Zhong, S., & Li, X. (2020). Career services and career readiness: A case study of a Chinese university. *Journal of Career Development*, 47(3), 283-297.