

Research on the Career Adaptability of University Students in China
From the Perspective of Student Engagement

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The purpose of this study is to clarify the influence of "learning engagement" on career development in universities.

The first chapter discusses the enrollment expansion of higher education in China, which has become the background of "university students' learning" and "university students' career development", from three aspects: "factors promoting enrollment expansion policy", "process of enrollment expansion", and "challenges of enrollment expansion".

The second chapter discusses the quality assurance of higher education in China and the reasons why this study focuses on "student participation". As the goal of higher education in China is to train professionals to play a leading role in socialist construction, the evaluation of higher education has always emphasized the aspect of "serving the country", but how students participate in the educational process has not received much attention. This study provides a basis for the evaluation and research of higher education institutions by examining student participation.

The third chapter discusses the concept and measurement of student participation. Although there is no single definition for student participation, it is based on the perspective of participation in the educational process. In addition, a basic theory of the concept of student participation is presented and a scale for measuring student participation is discussed.

The fourth chapter discusses another key concept of this study, "the social transformation of university students in China", which is related to the concept of "career adaptability of university students". In the 1990s, China entered the era of socialist market economy. The original function of the labor market was restored, and the employment system of university graduates was transformed into a system of free employment through the labor market. At the same time, the policy of expanding enrollment in higher education began to be implemented, and the scale of higher education in China expanded rapidly. Therefore, the employment problem of university graduates emerged and became a transition problem from school education to work.

On the other hand, from the work field, the jobs and organizations in the modern society are losing their stability. Therefore, it is important for university students to establish their own career and adapt to a rapidly changing society, rather than finding a job successfully or unsuccessfully after graduation.

The fifth chapter introduces the formation process of the concept of "career adaptability". It also examines the definition, structure, and measurement scale of the concept of career adaptability.

The sixth chapter examines the career participation status of Chinese students based on questionnaire survey data from five national state-owned universities in Shandong and Jiangsu provinces along the east coast of China. The results show that the participation of Chinese students is at a moderate level.

Based on the sixth chapter, the seventh chapter examines the career adaptability of university students in China according to the data from the questionnaire survey. The average score of career adaptability of university students shows that the career adaptability of university students is at a moderate level.

In the eighth chapter, multiple regression analysis was conducted with all dimensions of student participation as explanatory variables and all dimensions and overall indicators of career adaptability as dependent variables. The results indicated that several dimensions of student participation had a significant positive impact on all dimensions of university students' career adaptability.

In the ninth chapter, we conducted a multiple regression analysis to examine the relationship between university students' education and career adaptability, such as university students' evaluation of their university education and evaluation of the educational environment provided by teachers. University students' evaluation of university education has a significant positive effect on university students' career adaptability. In the "Evaluation of the Educational Environment Provided by Teachers" project, "Classes that involve cooperative work such as group cooperation", "Classes that include discussion opportunities", "Classes that allow senior and junior students to communicate between classes", and "Classes that provide practical activities and extracurricular training" are considered to have a significant positive impact on university students' career adaptability. Classes with experiential activities and extracurricular practical training had a significant positive impact on university students' career adaptability.

The tenth chapter conducts an empirical study on the determinants of student participation. Up to chapter 9, the research shows that student participation is related to their career adaptability. Therefore, in chapter 10, based on the data obtained from the questionnaire survey conducted in three public universities in Tianjin, China from September to October 2017, "family atmosphere" is investigated as a relevant factor of "student participation".

To investigate the influence of "family atmosphere" on "student participation", multiple regression analysis was conducted with the subscales of "family atmosphere", "parents' cultural practice" and "parents' cultural expectation" as independent variables, and the subscales of "student participation", "action participation", "cognitive participation" and "emotional involvement" as dependent variables. Multiple regression analysis was conducted, and the following results confirmed that "parents' cultural practice" had a significant positive effect on "action participation", and "parental support", "parents' cultural practice", and "parents' cultural expectation" also had significant positive effects on "cognitive participation". Parental support and parental cultural expectations have a significant positive effect on "emotional involvement".