

# **Research on the Correlation between the Employment Orientation and the Family Economic Background of College Students-Based on the Investigation and Analysis of Xi'an Universities**

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**Abstract:** Taking 405 college students in Xi'an as the research object, this paper conducts a questionnaire survey on their employment value orientation and family economic background. From the overall perspective of the scale, there are significant differences in the occupational value of five groups of college students in seven dimensions: salary level, career prospects, work welfare, employment prospects, distance from home, regional economic development level and social experience. There is no significant difference in monthly salary, distance from home and regional development level between college students from poor families and those from general families, while there is significant difference among college students from middle-class families, relatively wealthy families and wealthy families. College students from relatively families pay more attention to monthly salary, distance from home and regional economic development level. On the contrary, college students from poor families have little expectation of the three. Of the seven factors, the top consideration for college students is salary and career prospects. The most important factors for poor families are salary level and career prospects, and the least important factors are distance from home, regional economic development level and social experience. College students from wealthy families pay most attention to work welfare and career prospects, and pay least attention to social experience and distance from home.

## **1. Introduction**

The employment of college students is of great importance for graduates, social stability and development. Due to the differences in the level of economic development between regions, between urban and rural areas, and between east and west of China, many graduates tend to choose jobs in economically developed regions and central cities, which leads to the imbalance of development among regions and the obvious differences in talent structure. To study the correlation between the employment value orientation and the family economic background of college students in Xi'an, to understand their employment orientation, to help them form a good employment value orientation, to avoid the phenomenon of talents "clustering", and to ease the contradiction between talent output and talent demand have a positive practical role.

## **2. Research Design**

### **2.1 Respondents**

In this study, 431 questionnaires were sent out to college students in Xi'an, 431 were recovered, the recovery rate was 100%, 26 invalid questionnaires were deleted, the remaining 405 were valid questionnaires, and the effective rate was 94%.

### **2.2 Research Methods**

"So Jump" was used to conduct a questionnaire survey by means of random sampling. The questionnaire was based on family economic income. According to the minimum monthly wage of 1480 yuan in Shaanxi Province in 2018, it was calculated that the monthly income of more than two

people could reach more than 3000 yuan. In this paper, it is assumed that the income of “poor families” is generally lower than the local “minimum income line”. At the same time, the families between “wealthy families” and “poor families” are divided into three intermediate reference quantities, i.e. 3000-5000 yuan, 5000-8000 yuan and 8000-10000 yuan, which belong to general families, medium-class families and relatively wealthy families[1]. According to the determined reference value, the sample students are divided into 5 groups according to the family income status.

### 3. Research Results and Analysis

#### 3.1 The Reliability and Validity Analysis of the Questionnaire on Employment Orientation and Family Economic Background

After eliminating the invalid questionnaires, the valid questionnaire data were statistically analyzed by SPSS 21.1. The reliability analysis was used to analyze the internal reliability of the scale, so as to check the reliability and stability of the whole scale and each part. The overall internal consistency coefficient of the scale is 0.800, and in the results, the reliability statistics based on the standardized Cronbach’s alpha coefficient is 0.807 (see Table 1). In social science research, the reliability coefficient is more than 0.80, which is generally considered to be acceptable, so the test reliability used in the scale is acceptable[2].

Table 1 Reliability Statistics

ronbach’s Alpha	Cronbachs alpha based on standardized terms	Number of terms
0. 800	0. 807	28

Through KMO test and Bartlett’s test of sphericity, the results show that the effectiveness of the system is  $0.836 > 0.80$ , with high scale validity, which is very suitable for factor analysis. The statistical value of SIG is  $p = 0.000 < 0.005$ , indicating that the difference is very obvious. (see Table 2).

Table 2 Kmo and Bartlett Test

Kaiser-Meyer-Olkin of sampling adequacy	Measurement	0. 836
Bartlett’s sphericity test	Approximate chi square	878.862
	df	22
	Sig.	0.000

#### 3.2 Specific Dimension Level Analysis

The comparative analysis of college students’ occupational values under different family economic backgrounds mainly uses the analysis of variance, that is the multiple comparison of the significance of average difference. The homogeneity test of variance is an important premise of analysis of variance(ANOVA). Whether the variance satisfies the homogeneity test or not, the analysis methods used are different. From the results, the significance of the seven dimensions is different. In the dimension of “monthly salary”,  $P=0.453>0.05$ , which means that there is no significant difference in the variance in this dimension at the  $\alpha=0.05$  level, that is, the variance is homogeneous. In “work welfare”(p=0.925), “distance from home” (p=0.075), “employment prospects” (p=0.209), and “regional development level” (p=0.224), P values are all greater than 0.05, that is, there is no significant difference in the variance of each group in this dimension at the  $\alpha=0.05$  level, that is, the variance is homogeneous. In the two dimensions of “social status”(p=0.01) and “career prospects” (p=0.006), P values are all less than 0.05, that is to say, variance does not meet the homogeneity test in these dimensions.

##### 3.2.1 Multiple Comparison of the Dimension of “Monthly Salary”(Lsd)

The multiple comparisons in various dimensions of occupational values of college students under different family economic backgrounds are applicable to the LSD method of multiple comparisons with one-way ANOVA under the condition of homogeneity of variance. With regard to

the “monthly salary” factor, there is no significant difference in average family income of group 1, group 2, and group 3 by LSD multiple comparisons at the significant level of 0.05. The significance P of group 4 and group 5 is less than 0.05, indicating that college students with better family economic conditions pay more attention to “monthly salary”. On the contrary, college students from poor families have little expectation of “monthly salary”.

### **3.2.2 Multiple Comparison of the Dimension of “Distance from Home”(Lsd)**

In terms of the factor of “distance from home”, the P of group 1 and group 2 is larger than 0.05 by LSD multiple comparisons at the significant level of 0.05, indicating that there is no significant difference in the average family income between group 1 and group 2, which shows that the worse the family’s economic situation is, the less attention is paid to “distance from home”. The P of group 3, group 4, and group 5 is less than 0.05, which shows that there is significant difference, indicating that college students with better family economic conditions pay more attention to “distance from home”.

### **3.2.3 Multiple Comparison of the Dimension of “Regional Economic Development Level”(Lsd)**

In terms of the factor of “regional economic development level”, the P of group 1 and group 2 is larger than 0.05 by LSD multiple comparisons at the significant level of 0.05, indicating that there is no significant difference in the average family income between group 1 and group 2, which shows that the worse the family’s economic situation is, the less attention is paid to “regional economic development level”. The P of group 3, group 4, and group 5 is less than 0.05, which shows that there is significant difference, indicating that college students with better family economic conditions pay more attention to “regional economic development level”.

## **3.3 Descriptive Statistics Analysis and Factor Ranking Comparison**

In the descriptive statistics, the group structure and 7 dimensions of 405 college students are listed, including the distribution of mean and standard deviation. The average score of different dimensions reflects the ranking structure of occupational values of different groups of college students to a certain extent. The higher the mean, the lower the attention.

By comparing the differences of college students’ occupational values under different family economic backgrounds, the structural characteristics of college students’ occupational values under different family economic conditions are compared. The mean values of 5 groups in 7 numerical dimensions are compared. The higher the mean, the lower the attention.

### **3.3.1 Mean Comparison of Value Factors among Groups**

The mean of the value factors of the first group is ranked as follows:

Salary level > career prospects > work welfare > employment prospects > distance from home > regional economic development level > social experience

The mean of the value factors of the second group is ranked as follows:

Salary level > career prospects > work welfare > employment prospects > distance from home > regional economic development level > social experience

The mean of the value factors of the third group is ranked as follows:

Social experience > regional economic development level > distance from home > employment prospects > work welfare > salary level > career prospects

The mean of the value factors of the fourth group is ranked as follows:

Career prospects > salary level > work welfare > employment prospects > distance from home > social experience > regional economic development level

The mean of the value factors of the fifth group is ranked as follows:

Work welfare > career prospects > salary level > employment prospects > regional economic development level > social experience > distance from home [1]

Through the average comparison, it is found that there are significant differences in the ranking of five groups in seven dimensions, which indicates that there are significant differences in the

occupational values of college students under different family economic backgrounds. The most important factors for college students from poor and general families (group 1 and group 2) are salary level and career prospects, and the least important factors are distance from home, regional economic development level and social experience.

Social experience and regional economic development level are the primary factors considered by college students from middle-class families (group 3), while the work welfare, salary level and career prospects are the least important factors.

The primary factors considered by the college students from relatively wealthy families (group 4) are career prospects and salary level, and the least important factors are social experience and regional economic development level.

The primary factors considered by the college students from wealthy families (group 5) are work welfare and career prospects, and the least important factors are social experience and distance from home.

### **3.3.2 An Analysis of the Causes of the Differences in the Value Factors of Each Group**

Due to certain family economic pressure, college students from poor families must consider the basic income (i.e. wage level) of their own career and future employment (i.e. career prospect factors), however, students from wealthy families do not have these worries. Because of the superior living and growing environment, they give priority to the work welfare and career prospects.

### **3.3.3 The Relationship between Value Factors and Family Economic Backgrounds**

If the impact of family economic background on college students' occupational values is considered, the impact of family income on all dimensions is inconsistent. The social status and family economic situation are generally positive correlation, that is, with the increase of family income, the importance of social status will increase, while the relative importance of college students' salary level and family economic income gradually decreases. The factors of regional economic development level and work welfare of college students from different families are different, but they are generally valued, while the factors of career prospects and salary level are generally valued by all college students. The reason is that due to the inconsistent proportion of men and women in modern society and the competitive pressure, there is no significant difference in the career prospects and salary level of college students from different family economic backgrounds.

## **4. Conclusions and Suggestions**

### **4.1 Using Different Educational Guidance Strategies for Different Families**

The results show that there is significant difference in college students' occupational values under different family economic backgrounds. Therefore, in the education of college students' occupational values, colleges and universities should adopt different educational guidance strategies to guide different family groups[3]. Specifically speaking, the work welfare and career prospects of college students from wealthy families are a little high, so it is difficult to achieve independence in the actual employment environment. Poor college students have a strong demand for salary level and career prospects. They look for "high-paying" jobs and are eager to change the status quo of personal and family economy. However, this employment concept brings great pressure on employment, which may affect the employment mentality of poor students and the formation of a reasonable employment concept. These "problems" caused by family backgrounds may restrict the professional development in professional value orientation. There is still a big gap between the career value orientation of well-off families and poor families. According to the different tendencies and characteristics of college students' occupational values in different family backgrounds, colleges and universities should adopt different educational guidance strategies.

## **4.2 Paying Attention to Vocational Cognitive Education and Doing a Good Job in Guiding College Students' Career Choice**

From the perspective of the individual development of college students, the research and education of college students' occupational values should be advanced, and should focus on the long-term occupational development of college students. According to the different family economic backgrounds, colleges and universities should adopt different educational guidance strategies, and teach students in accordance with their aptitude to give full play to the matching of personal occupational values and occupational values and make students have reasonable occupational values that meet the needs of future social development. College students' personal vocational skills, occupational values and professional skills are the same. This stage is the best time for vocational ability training and occupational values education[4]. To a certain extent, the establishment of a more realistic career ideal and the formation of personal values will help to eliminate the family background and other congenital factors in the construction of college students' occupational values.

## **4.3 Strengthening the Appeal of Family Education and Promoting the Vocational Education of College Students**

Family education has an important influence on the formation and development of college students' occupational values. The restricting factors and path selection of occupational values cannot ignore the role of family education in the cultivation of college students' occupational values. As the most important teacher and inspiration in the process of children's growth, parents should constantly improve themselves, change the concept of employment, establish reasonable career expectations, and guide children to establish correct occupational values[5]. When college students choose jobs, their parents should give appropriate and reasonable suggestions, and fully respect and support their children's career choice. Therefore, in the education of college students' occupational values, parents should enhance the appeal of family education, actively cooperate with the school and society, and give reasonable guidance and suggestions to college students' employment.

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