

Empirical Study on the Impact of Employment Guidance and Employment Service on the Improvement of Employment Quality of College Graduates

—Based on Micro-data in S Normal University

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Abstract. Achieving high-quality employment for college students is not only an effective way to promote economic growth, but also an important path for graduates to achieve shared development. Employment guidance and service are the keys to improve the quality of college students' employment, but the specific improvement effect still needs to be further clarified. This paper employs the micro-data of S Normal University employment survey to empirically examine the effect of employment guidance and employment services on the quality of college students' employment. The study found that employment guidance and employment services have a positive impact on improving graduates' employment quality, of which employment guidance contributes more. As for professional categories, compared with non-teachers, a more significant impact on normal students can be found. For the profession with high employment substitution elasticity, the influence of employment guidance seems more significant, and for the profession with low employment substitution elasticity, the employment service has improved the quality of employment more obviously. Finally, based on the research, this paper emphasizes the significance and specific paths of implementing accurate employment guidance services.

Keywords: Employment guidance; Employment service; Employment quality; College students.

1. Introduction

College students are a creative group of young people and achieving high-quality employment is an effective way for their individual and social development. In his report to the 19th national congress of the communist party of China (CPC), general secretary Jinping XI said "vocational skills training should be carried out on a large scale, with emphasis on solving structural employment problems and encouraging entrepreneurship to boost employment. We will provide all-round public employment services and encourage college graduates and young people to find jobs and start businesses through multiple channels. It can be seen that how to improve the employment quality of college students has become the focus of the whole society in recent years. One of the main platforms of college talent training-through employment guidance and employment services to improve general employment ability, including students' cognition training, career planning, professional quality, and solve the problem of the mismatch between supply and demand of university graduates due to the asymmetry of employment information, is an important link in promoting college students achieving high quality employment. Although most studies have proved the importance and necessity of employment guidance and service for the improvement of employment quality, the discussion on specific mechanism and effect is not sufficient. In the era of mass entrepreneurship and innovation, this paper will attempt to answer-whether college employment guidance and employment services improves the employment quality of college students, whether there is a difference for them in improving the employment quality, and what the possible internal influence mechanism is.

Employment guidance service is the traditional work of the implementation of employment promotion in colleges and universities, and college students employment mode is in the process of transformation from "turn-key" unification to "autonomous employment". Importance is given to the role of the employment guidance services, and colleges and universities shift from the role of "manager" to "service".The employment service system have been set up and improved . With the

deepening of the market economic system and mechanism with Chinese characteristics and the maturing of the labor market, college students need to be capable of job hunting and career planning. Therefore, employment guidance is separated from the original course teaching and becomes an independent course system, which is conducive to the formation of graduates' employ-ability with characteristics of the times, and thus plays a positive role in further promoting the improvement of graduates' employment quality. However, it is important to note that in the current college career guidance service work, the "unified setting and implementing" model has the characteristics of

the relative curing, which ignores the difference between professional groups, market demand and the student personal characteristics. It is necessary to conduct "accurate identification and accurate implementation of the" personalized training mode transformation. In this way, It can not only effectively shorten the search time for jobs, but also play a positive role in improving the quality of employment. In addition, they can achieve the "matching of talents and posts" and achieve high-quality economic development. It can also further clarify the role of employment guidance service in improving the quality of employment, and on this basis, to analyze the effect of different influencing factors on promoting the quality of employment. This paper uses the micro data of S college graduates' employment survey to empirically analyze the promotion effect of employment guidance service under different majors and market demands, which has positive theoretical significance and provides reference basis for the accurate design and implementation of employment guidance service.

2. Literature Review and Research Hypothesis

The employment system of college students in China has undergone a transformation from "unified employment and unified distribution" to "two-way choice and independent career choice". Since the state issued the opinions on further deepening the reform of employment guidance for college graduates in 2002, the reform of the employment system for college graduates has been deepened. As a result, the employment guidance service for colleges and universities in China has developed rapidly, both in theory and in practice.

From the existing studies, the literature mainly focuses on the description of the current situation of employment guidance and employment service in colleges and universities and the countermeasures of optimization and improvement. The main problems are the form, content, effect and quality assurance of employment guidance service. From the perspective of form and content, the current employment guidance and service work in colleges and universities have problems of single form and outdated content (Shudong CHEN, 2010), and lack of individuation, human culture and follow-up guidance of linkage (Guanle ZHANG, 2017). In terms of the effect evaluation of employment guidance services, Huiqin LI (2015) investigated the current situation of college graduates' job satisfaction with employment guidance services through questionnaires and interviews, and found that the overall satisfaction of students was not high, indicating that the overall quality and implementation of college employment guidance services still need to be strengthened. In terms of the guarantee system of employment guidance service, existing literature focuses on the problems existing in the construction of employment teachers. Bo ZHAI (2011) and other people believe that the current construction of teachers engaged in employment guidance and service is generally faced with problems such as insufficient capital investment, serious shortage of full-time staff, and large personnel mobility. Since most colleges and universities are staffed by administrative personnel who also serve as employment guidance teachers, and most of these personnel have not received systematic training and are burdened with complicated administrative affairs, it is difficult to conduct in-depth research on employment guidance and service courses, which is not conducive to in-depth development of specific work. In terms of the content and form of employment guidance service, Shudong CHEN(2010) found that the current employment guidance and service work in colleges and universities have single form, outdated content, lack of personalization, human culture, lack of linkage, and no follow-up survey on the employment quality of graduates (Guangle ZHANG, 2017). Mechanism construction of the employment guidance system, Changbo GE Xiaoqiong WANG and Wenjie CHEN(2017) argue that "intensive" employment guidance to college graduates should be set

up, that is- set a special team of employment guidance agencies, employment guidance, employment guidance curriculum, build information platform for graduate employment market and employment service, making employment guidance throughout the course of college students study in school. Liping DU(2009) pointed out that the orientation of employment guidance in colleges and universities is wrong and the guidance target is in short term. At present, the employment service of colleges and universities focuses on the one-sided pursuit of employment rate, ignoring the cultivation of comprehensive employment ability of college students. It can be seen that the employment guidance services in colleges and universities are still faced with such problems as lack of pertinence, systematization, unitary methods, unsound system and abnormal operation. In order to give full play to the role of employment guidance services, it is necessary to explore and improve them step by step.

At present, there are not many studies on the influence of college employment guidance and employment service on the employment quality of graduates. The focus is how to improve college employment guidance service as an important measure to improve the employment quality of graduates. Jinyong BAO (2014) pointed out that the quality of graduates' employment is not high, and the source lies in the graduates' insufficient ability in aspects such as the cognition of career information, self-cognition, career positioning and the acquisition of employment information. Therefore, colleges and universities should start from the source, as early as possible and effectively do a good job in college students employment guidance service, to help college students to achieve high-quality employment. Lifeng ZHANG, Qiting SUN (2015) , through empirical research on the 2010-2014 university graduates from Guangdong, Hunan and Guizhou provinces, show that the employment of college graduates employment service and employment have a significant impact on quality, more perfect employment service system, the college graduates had higher recognition of the employment service system, its obtain employment opportunity, employment quality is higher. In general, the current research results are mostly to explore the existing problems of college employment guidance services, and put forward the optimization path. However, there is a relative lack of research on the influence of college employment guidance service on college students' employment quality, and most of them remain in the qualitative analysis on the theoretical level, and lack of empirical evaluation on the effect of employment guidance and employment service, which is exactly what this paper tries to answer.

Specialty is the key factor that affects the employment guidance service to improve the employment quality. The promotion effect of employment guidance service on the improvement of employment quality is obviously different due to the different professional categories. At the same time, the school's school history and characteristics will also affect the effect of employment guidance services in different professional categories, among which the school has a long school history, or belongs to the school's characteristic specialty. The school will provide more targeted employment guidance and services, the effect is better. Taking normal colleges and universities as an example, compared with non-normal majors, normal majors have a longer history of running schools and are characteristic majors of the university. Compared with non-normal graduates, normal graduates can obtain richer and more accurate employment information and more targeted employment guidance, which plays a more significant role in promoting the improvement of employment quality.

In addition to professional categories, the flexibility of employment choice also has an important impact on the improvement of employment quality. Among them, the flexibility of employment choice refers to the degree of difficulty that graduates find jobs that can be replaced. The higher the flexibility of employment choice, the more extensive the professional requirements for the post. The greater the social demand for corresponding majors, the wider the range of employment options, and the easier for graduates to obtain employment through the market. From the perspective of the goal of talent training and the scale of social needs, the major with a wide range of training scope has a wider range of career choices and employment opportunities, and its employment choice has greater flexibility. However, for majors with narrow training scope and very clear employment target and social demand, the range of employment options for graduates is relatively narrow, which is reflected in the low elasticity of employment choice. Due to the relatively limited range of employment options,

employment guidance and employment services become more important for graduates who choose majors with less flexibility in employment.

Based on this, this paper proposes the following hypotheses:

Hypothesis 1: employment guidance and employment service positively affect the employment quality of college students.

Hypothesis 2: for graduates with a long history of running a school and more consistent with the characteristics of running a school, employment guidance and service can significantly improve their employment quality.

Hypothesis 3: compared with majors with greater flexibility in employment choice, employment guidance and employment service have a more significant impact on the employment quality of graduates with majors with less flexibility in employment choice.

3. Data, Variables and Models

(1) Data sources and descriptive statistics

Data in this paper were obtained from the 2017 graduate employment survey of S normal university. A total of 4,860 questionnaires were collected. After preliminary data processing, the sample data with invalid and inconsistent with the research purpose were removed, and only the sample data of "employment" (excluding "self-employment") was retained after graduation. There were 3,511 valid questionnaires, with an effective rate of 72.24%. In order to better understand the promotion effect of employment guidance service on the improvement of employment quality, this paper divided employment guidance service into two aspects, namely employment guidance and employment service. Among them, employment guidance refers to the category of improving graduates' employ-ability in such aspects as vocational cognition and resume making, while employment service covers more specific dimensions such as job information provision and assistance for difficulties in employment process. Table 1 lists the descriptive statistics of relevant variables. According to table 1, 78% of the surveyed graduates are female and 32% are male. In addition, more than 90 percent of the graduates are non-party members, and the number of party members is less than 10 percent. Forty-seven percent of graduates are from cities and towns, and 53 percent are from rural areas.

By observing the mean in table 1, it can be found that employment guidance has a higher implementation degree than employment service, and there is more room for further improvement in employment service work. In addition, more than 50% of college students' final employment channels are not provided by the university, which reflects that the current employment information sources of college students are extensive and the employment channels are diverse. Nearly half of the students are employed through the channels provided by the university, which indicates the necessity of the university to provide employment services.

(2) Variable Selection and Explanation

According to the definition of employment quality by the international labor organization (LBO), employment quality refers to the comprehensive evaluation of the employment status of workers, which reflects the satisfaction degree of workers in the aspects of the availability of employment opportunities, job stability, dignity and safety in the workplace, equality of opportunity, income and personal development. Specifically, it can be summarized as salary and treatment, development opportunity, social status and social security, mainly highlighting the matching between people and jobs, specialty and work adaptability, self-efficacy and career anchor.

Employment satisfaction is not only a subjective feeling of college graduates as the main body of employment, but also a comprehensive evaluation index of college students' employment status. Employment satisfaction is the important connotation and embodiment of employment quality. In the aspect of explained variable selection, therefore, this article uses subjective measure quality of employment, and job satisfaction is specifically operated into 10 measurement indicators including material gains(salary, benefits, etc.), employment industry, employment location, position level, working content, working environment, Culture and value of the organization and unit, career

development prospects, geographical location of the unit , value in promoting the development of society. According to the college graduates' evaluation level of these indicators, a five-point Likert scale is used to score, "very dissatisfied, relatively dissatisfied, relatively satisfied, satisfied and very satisfied" is scored on a scale of 1-5. The individual's subjective satisfaction degree of each index is added up to obtain the individual's overall satisfaction degree of employment status.

Table 1. variable descriptive statistics

	Mean Value	Standard Deviation	Frequency	Percentage
satisfaction	25.81145	7.855518		
serving	20.96525	7.441314		
guidance	28.28311	10.56626		
Way				
Not school			1,803	51.35
The school provides			1,708	48.65
gender				
female			2,403	68.44
male			1,108	31.56
Status				
The party member			289	8.23
Non-party member			3,222	91.77
from				
city			1,638	46.65
The villages and towns			1,873	53.35

In terms of the selection of explanatory variables, this paper will be divided into the following three dimensions:

(1) Employment guidance. Employment guidance refers to the part of college employment guidance service that cultivates students' self-cognition, career planning ability, professional quality and other employ ability. This paper specifically selects 7 measurement indexes, including employment guidance course, employment-related lecture, career assessment, individual career counseling, group career counseling, student career association and employment practice/practice. Individual participation (including never, seldom, more and often) was scored with a four-point Likert scale. Finally, the implementation degree of employment guidance in colleges and universities was quantified by summation.

(2) Employment services. Employment service refers to the specific employment channels or assistance measures provided for students in the employment guidance service of colleges and universities. This paper specifically selects five measurement indexes: campus job fair, recruitment information release, employment information website, employment recommendation and employment assistance and recommendation for graduates. Similarly, individual participation (including never, seldom, more and often) is scored with a Likert four-point scale. Finally, the implementation degree of college employment service is quantified by summation.

(3) Channels for the final implementation of the work. The final employment channels for graduates are various, which will be attributed to the employment channels provided by the university -- campus recruitment, recruitment information released by the university (website or poster), and the recommendation of the school teacher with a value of 1, and the rest with a value of 0.

Among the above three indicators, employment guidance and employment service can be regarded as process indicators, and the final channel of implementation work can be regarded as result indicators.

In addition, gender, place of origin and political status were selected as control variables. The specific description of variables is shown in table 2.

Table 2. variable definition table

Variable	Specific indicator	Variable valuation and description
Employment satisfaction	Material gains(salary, benefits, etc.)	very dissatisfied=1, relatively dissatisfied=2, relatively satisfied=3, satisfied=4 and very satisfied=5
	Employment industry	
	Employment location	
	Position level	
	Working content	
	Working environment	
	Culture and value of the organization and unit	
	Career development prospects	
	Geographical location of the unit	
	Value in promoting the development of society	
Employment guidance	Employment guidance course	Never=1, seldom=2, more=3, often=4
	Employment-related lecture	
	Career assessment	
	Individual career counseling	
	Group career counseling	
Employment serving	Student career association	Never=1, seldom=2, more=3, often=4
	Campus job fair	
	Recruitment information release	
	Employment information website	
	Employment recommendation	
Ways for final work implementation	Employment assistance	Dummy Variable Recruitment information (website or poster) released by the school, recommended by the school teacher=1; others=0
Gender		Dummy Variable Male=1,Female=0
Status		Dummy Variable Party member=1,Non-party member=0
From		Dummy Variable City=1,Town and village=0

Based on the research hypothesis, this paper attempts to establish an econometric model and empirically analyze the effect of employment guidance and employment service on the improvement of employment quality of college students. The specific models are as follows:

$$\text{satisfaction} = \beta_0 + \beta_1 \text{servicing} + \beta_2 \text{guidance} + \beta_3 \text{way} + \beta_4 \text{gender} + \beta_5 \text{status} + \beta_6 \text{from} + \varepsilon$$

In the form (3 ~ 1), satisfaction is explained as variable employment satisfaction, serving, guidance, way refers to the channel for observed variable employment service, employment guidance and final implementation respectively; Gender, status, from refers to control variable sex, political outlook and birthplace respectively; ε denotes the error term.

4. Empirical Results and Discussion

(1) Full sample regression of the influence of employment guidance service on college students' employment quality

Table 3 shows the overall regression results of the model. In addition to the fact that the way through which the variable was finally implemented was not significant, the coefficients of the variables employment service and employment guidance were both significantly positive at the 1% level, suggesting that both employment guidance and employment service had a significant positive effect on the employment quality of college students. In addition, the coefficient of the variable employment guidance was larger than that of the variable employment service ($0.299 > 0.188$), indicating that the guidance had a greater contribution to improve the employment quality of college students than that of the employment service (serving), which was consistent with the descriptive statistical results above. On the one hand, it showed that there was a positive correlation between the implementation of employment guidance service and the improvement of college students' employment quality. On the other hand, it was also indicated that guidance on the training of college students' self-cognition, career planning ability, professional quality and other employ ability had a higher "return on investment" for improving the employment quality of college students. At the same time, we also need to focus on the long-term training of college students' employ ability to improve their employ ability and improve the quality of employment.

As for the channel (way) through which variables are finally implemented is not significant, it can be considered as the result of the wide source of employment information of current college students and the diversification of employment channels, which can also be supported in the descriptive statistics mentioned above. As a result indicator of employment guidance service in colleges and universities, the way of final implementation of work can be considered as a more important process to improve the employment quality of graduates and provide employment guidance service in colleges and universities by combining theoretical and empirical results. Research hypothesis 1 is supported.

In terms of control variables, gender and political status are not significant, which means that gender difference and party membership have no significant influence on the improvement of employment quality in terms of employment guidance and service. On the one hand, this can be attributed to the fact that the university is actually a comprehensive university, and its graduates' employment scope is broad rather than limited to certain industries, so the influence of gender and political status on employment will be diluted. On the other hand, to some extent, it reflects that the employment opportunities of men and women in the current job market are relatively fair, the phenomenon of gender discrimination has been alleviated, and the government's publicity, education and legal constraints have been quite effective.

At the same time, the estimated results show that the variable source place (from) has a significant positive impact on the quality of employment at the level of 1%. This means that graduates from urban areas have higher employment quality than those from rural areas through employment guidance services. This may be because, on the one hand, graduates from cities have higher family capital and social capital than those from towns, so they have more abundant and high-quality employment channels. On the other hand, it may also be caused by the uneven employment opportunities in urban and rural areas. In addition, even graduates from villages and towns who stay in their hometowns will feel less satisfied with their jobs, both in terms of material benefits and development space, than their counterparts from cities and towns. As a result, there will be a sense of imbalance and gap in their psychology, which will reduce their employment satisfaction. Under the background that the whole society pays attention to the coordinated development, the allocation

efficiency of high-quality labor force among regions is very important, which needs to guide graduates to find jobs in economically underdeveloped areas in the process of employment guidance service, and provide necessary knowledge and psychological guarantee for this. Furthermore, colleges and universities should strengthen the guidance of college students' career planning, help college students to correctly understand their abilities and career preferences, make career positioning, and avoid the view that salary is the most important. At the same time, relevant psychological counseling should be done to guide college students to rationally control employment expectations, establish a correct view of employment, avoid unnecessary psychological gap, improve employment satisfaction, and the quality of employment subjectively

Table 3. the overall regression of the influence of Employment guidance Service on the Employment quality of College students

	satisfaction
guidance	0.299*** (0.0305)
	0.188*** (0.0440)
	0.123 (0.215)
	1.762*** (0.220)
	0.331 (0.237)
	0.106 (0.392))
Constant term	12.32*** (0.371)
Sample size	3,511
R-squared	0.3572

Note: (1) * $p < 0.01$, * $p < 0.05$, * $p < 0.1$ (2).

(2) The influence of employment guidance services on the employment quality of college students in the sample

1. Sample regression of normal and non-normal majors

Further considering the difference of samples, the total samples were divided into normal majors and non-normal majors for sample regression, so as to explore the difference of employment guidance and employment service on the employment quality of normal and non-normal graduates. The sub-sample regression results in table 4 show that employment guidance and employment service have a significant positive impact on employment satisfaction, which supports hypothesis 1. In addition, the coefficient of the normal population was larger than that of the non-normal population, especially the variable employment service ($0.337 > 0.137$). This shows that compared with non-normal graduates, employment guidance service plays a more important role in improving the employment quality of normal graduates. The reason is that the employment choice of normal university students is relatively fixed, that is, most normal university students will choose to work in the education system. Therefore, it is particularly important for colleges and universities to accurately transmit employment information and provide employment services through their own employment information acquisition

channels. It can be concluded that employment guidance has a more important practical significance for normal university students, and the regression test supports hypothesis 2 above.

Table 4. regression results of sample classification between normal and non-normal classes

	The normal class	Normal class
guidance	0.255*** (0.0403)	0.289*** (0.0466)
serving	0.137** (0.0575)	0.337*** (0.0704)
way	0.0721 (0.300)	0.465 (0.307)
from	1.324*** (0.292)	2.325*** (0.323)
gender	0.652** (0.297)	-0.0647 (0.430)
status	0.276 (0.559)	-0.249 (0.508)
constant	14.56*** (0.485)	8.594*** (0.597)
Sample size	1946	1565
R-squared	0.2487	0.463

Note: (1) * $p < 0.01$, * $p < 0.05$, * $p < 0.1$ (2).

2. Sub-sample regression of majors with higher elasticity of substitution in employment choice and lower elasticity of substitution in employment choice

In order to further understand the role of the elasticity of employment substitution, this paper selects typical graduates with high elasticity of employment substitution (a wide range of employment choices) from the total sample, such as majors of economics and management, foreign languages and literature. As well as the samples with small elasticity of employment choice substitution (small range of employment choice), such as chemistry, physics and biology majors were respectively regression. The regression results in table 5 show that employment guidance services can significantly improve the employment quality of graduates with different alternative employment options. The coefficient of guidance for professionals with high elasticity of employment choice substitution was larger than that for professionals with low elasticity of employment choice substitution ($0.376 > 0.156$), while the coefficient of employment service ($0.144 < 0.213$) was the opposite. Majors with low elasticity of employment choice substitution were larger than those with high elasticity of employment choice substitution. This is not completely consistent with hypothesis 3.

According to the above analysis, majors with greater flexibility in employment choice have more extensive employment choices, and the employment channels are naturally diversified. Therefore, the employment information channels provided by schools are not significant for them. Self-cognition, career planning ability, professional quality and other employ ability have an important impact on finding a job that fits the expectation. Therefore, for graduates who choose majors with great flexibility in employment, employment guidance can improve their employment quality more effectively than employment service. The opposite is true for graduates of majors with low flexibility in employment choice. The relatively narrow scope of employment choice is accompanied by the relative increase in the difficulty of obtaining employment information. Therefore, it is of great significance to obtain timely and effective employment information for the realization of high-quality

employment. To sum up, regression test supports hypothesis 1 and hypothesis 2. Employment guidance service has a positive impact on the employment quality of college students. Meanwhile, compared with non-normal students, employment guidance service has a more significant impact on the employment quality of normal students.

Table 5. regression results

	High degree of employment flexibility	Alternative majors with low employment flexibility
serving	0.144** (0.0643)	0.213** (0.0991)
guidance	0.376*** (0.0449)	0.152** (0.0698)
way	0.0743 (0.306)	0.454 (0.480)
gender	1.148*** (0.429)	1.626*** (0.511)
status	-0.0748 (0.536)	0.544 (0.403)
from	1.501*** (0.318)	1.550*** (0.497)
constant	11.56*** (0.492)	13.19*** (0.955)
Sample	1659	661
R-squared	0.4301	0.2451

Note: (1) * p < 0.01, * p < 0.05, * p < 0.1 (2).

5. Conclusions and Suggestions

Through the overall regression and sample regression of the employment data of the class of 2017 graduates of S normal university, this paper tested the three theoretical hypotheses one by one and found that the employment guidance service of colleges and universities could effectively improve the employment quality of college students. Among them, employment guidance has more contribution to improving the employment quality of college students than employment service. This aspect further emphasizes the importance of carrying out the employment guidance services in improving the quality of university students' employment; on the other hand, it also shows that strengthening the employment guidance, and cultivating employment ability including the college students' ability of self cognition, career planning, professional quality can promote the human capital of graduates, which is the foundation of improving the quality of employment. Secondly, compared with non-normal graduates, employment guidance service of colleges and universities plays a more significant role in improving the employment quality of normal graduates. Hypothesis 2 is effectively supported. As most of the normal university students will choose to work in the education system, the choice of employment is relatively fixed. Therefore, the employment information obtained through employment service channels is more accurate, which is of great significance to achieve high-quality employment, especially in the context of asymmetric labor market information. Finally, for graduates who choose majors with greater flexibility in employment, employment guidance can improve their employment quality more effectively, while employment service is more effective in improving the employment quality of graduates who choose majors with less flexibility in

employment. This may be due to the wide range of employment options and diversified employment channels in the majors with high flexibility of employment alternatives. Therefore, the employment information channels and employment assistance provided by schools are not of great practical effect on them. In contrast, self-cognition, career planning ability, professional quality and other employ ability have an important impact on finding a job that fits the expectation. Therefore, employment service plays a more prominent role in improving employment quality. However, for graduates of majors with low flexibility in employment choice, the relatively narrow scope of employment choice makes it relatively difficult to obtain employment information. Therefore, timely acquisition of effective employment information through employment services of colleges and universities plays an important role in achieving high-quality employment.

In addition, the study also found that more than 50% of the final employment channels of college students are not provided by the university, which also reflects that the current employment information sources of college students are more extensive and the employment channels are more diversified. Gender and political status have no significant impact on the quality of employment, which to a certain extent shows that the employment opportunities of different genders in the current job market are relatively fair and there is no gender employment discrimination. At the same time, graduates from cities have higher employment quality than those from towns and villages, which reflects the differences in family capital and social capital that urban and rural graduates have, the inequality of employment opportunities in urban and rural areas, the deviation of college students' employment outlook, and the problem of too high employment expectation.

Improving employment quality is the core goal of employment guidance service in colleges and universities. From the perspective of mechanism of action, employment guidance service has different promoting effects on the improvement of employment quality in different majors. Therefore, it must be differentiated and implemented accurately to achieve better promoting effects. To be specific, the employment guidance service work in colleges and universities needs to be positioned more precisely before implementation. According to the development needs of students and the characteristics of economic, social and industrial development, diversified guidance service plans should be formulated to carry out employment guidance service in a targeted way, optimize the two-way resource allocation and improve work efficiency, strengthen the cultivation of professional quality of graduates, pay more attention to the alternative employment elasticity of career guidance and professional students employment ability training, and establish a fully functional college graduates employment information website, human resources information release and communication channel, in order to better adapt to the professional characteristics of university students and professional requirements. In addition, colleges and universities should be strengthened to provide employment information, employment guidance for graduates and at the same time, attach more importance to the long-term cultivation of college students' employment ability, strengthening college students' career planning guidance, helping them form correct understanding of the self ability, clearing career preferences, completing the career orientation, and avoiding the view that salary is the highest. At the same time, relevant psychological counseling should also be done to guide college students to rationally control employment expectations, establish a correct view of employment, avoid unnecessary psychological gap, improve employment satisfaction, and improve the employment quality of college students from the source.

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