

The Impact of Gender, Age, and Major on the Employment of College Students

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Abstract—In 2022, the number of graduates exceeded 10 million, reaching a historic high. The pressure on employment has increased, and the number of college graduates has increased. The employment problem of college students is becoming increasingly prominent (Li, 2022). There are many factors that affect the employment of college students. This paper discusses the impact on student employment by studying factors such as gender, age, and major.

Keywords— Gender, Age, Major, College student employment.

I. INTRODUCTION

With the continuous development and progress of society, the employment of college students has become an important concern in society, as it involves the sustainable development of society and the quality of life of the people. However, in recent years, the employment problem of students has become increasingly prominent, and there are many factors that affect the employment of college students, including external and internal factors, including social and school factors; Self factors include student gender, age, and major. This article analyzes the internal factors that affect student employment, studies how these three factors affect student employment, and proposes corresponding solutions.

Some literature has summarized the influence of student career achievement by student data (Dong & Hu, 2022), (Liu & Zhang, 2022), (Tang & Sun, 2021), (Yang et al., 2019) and (Wang, 2022). Literature (Li, 2022), (Spitz-Oener, 2010), (Yamaguchi, 2018), (Cortes et al., 2018), (Stinebrickner, 2018), (Sovbetov, 2018), (McAdam et al., 2020), (Zhou, 2011) illustrate the influence of gender factors on the motivation of students. (Shi, 2022), (Wang, 2023), (Cao, 2023), (Xiao, 2019) and (Schuber, 1957) show that students have different motivations at each age group, and the age of students also has an impact on students' motivation. (Sun & Yuan, 2023), (Li, 2021), (Li, 2022), (Yu, 2017), (An, 2006), (Wang & Liu, 2007), (Yu, 2017) explained the impact of students' major on students' motivation.

Gender factors of students affect students' career achievement by influencing students' motivation.

(Li, 2022) The existing literature provides empirical evidence of the impact of digital technology on women's employment and income. Black And Spitz-Ocner (2010) was the first to use biased technology progress theory to explain the change of gender wage differences. It was found that with the computerization of work scenarios, women have performed more and more unconventional tasks, and gradually withdrew from conventional tasks, thus achieving a higher market premium. The discovery was supported by many

scholars. (Yamaguchi, 2018); (Cortes et al., 2018); (Stinebrickner, 2018). Evidence from Erqi and Saudi Arabia (Sovbetov, 2018; McAdam et al., 2020) shows that even if there is widespread gender segregation at work caused by cultural and religious factors in the country, with the emergence of digital technology, women can be online through digital media. When working at work, you can also rely on e-commerce to achieve online entrepreneurship, so that women's employment has been effectively promoted. The gender factor is mainly reflected in the "employment stereotype" in the employment of college students. Gender stereotypes are considered to be an important psycho-social factor affecting the employment of college students (week, 2011). On the one hand, the gender stereotype of employers sets up gender barriers for the employment of college students, which makes some college students "It's hard to get a job"; on the other hand, college students' own gender stereotypes make them build a gender for themselves. The hedge, so that you set your own limits when choosing a career, "it's not good to have a job." Reducing your own "gender stereotype" phenomenon can be carried out in two forms: group counseling and individual counseling. Group counseling is aimed at the presence of obvious gender. Some students with prejudice and discrimination focus on the psychological behavior training of anti-gender stereotypes. Individual consultation rules For individual students who have unstable professional thinking due to gender stereotypes and are seriously anxious about career choice and employment. Reduce the unnecessary impact of "gender stereotypes" by influencing students' internal motivations (Zhou & Zhang, 2018). The age factor of 242 students affects students' career achievement by influencing their internal motivation. At present, most of the students enrolled in secondary vocational colleges are only children of 17 or 18 years old, and parents use it for students.

The method of greenhouse upbringing leads to students' strong psychological dependence and less consideration for their future life and work. (Xiao, 2019). Due to the young age of students, there is no awareness of employment motivation, because young age affects students' career achievement.

Schuber believes that the career development of most people consists of five consecutive stages, each of which has an approximate age. The country (not absolute, has a certain flexibility, the age standard is for reference only), and each stage has its own specific task. Growth stage (born to 14 years old), exploration stage (15 to 24 years old), establishment Stage (25 to 44 years old), maintenance stage (45 to 65 years old), recession stage (over 65 years old). The exploration stage is also divided into a trial period (15-17 years old):

comprehensively consider your own interests, needs, abilities, values and opportunities, and make a tentative choice of the future career; transition period (18-21 years old): enter a career or choose vocational training to clarify a certain professional tendency; preliminary attempt (22-24 years old), choose the field of work, start to seek a job, choose a career that may provide important opportunities, and experiment on the feasibility of career development goals. Due to the continuous increase of the number of years of study, the corresponding age at each stage will be postponed accordingly (Schuber, 1957). So, we can get that different ages have different expectations for themselves, which will affect our career achievement through their different motivations.

Students' majors affect students' career achievement by influencing students' motivation.

Some college students have a confused understanding of the relationship between major and employment, believing that a certain major can only engage in a certain occupation, or that a certain occupation only recruits a certain major. Take bank recruitment as an example. In recent years, with the improvement of the level of financial technology, the most frequently recruited major in banks is computer, rather than traditional finance. However, when choosing employment, computer graduates do not take the bank as the main employment direction. The bank is eager for talents and the position. The number is sufficient, but computer graduates are concentrated in the fierce competition of computer enterprises, which is caused by the confusion of the relationship between major and employment (Li, 2022). This case demonstrates that students lack subjective motivation. There is no link between professional and career achievement, which affects students' career achievement.

The degree of recognition of college students in their majors directly affects their career decisions when they graduate. Study the impact of college students' professional identity on career decision-making difficulties, reveal its mechanism, and improve college students' professional learning. It is of great significance to be motivated, reduce the difficulty of career decision-making, and improve the one-time employment rate of college graduates. (Yu, 2017). Domestic scholars define professional recognition as whether learners recognize the major they study, and are willing to ask when they invest in professional learning. They believe that learning this major well can help white body realize the value of life, and will choose a career related to the major as the direction of career development (An, 2006). Continuous professional identity refers to the psychological and emotional sense of security and pleasure, which will directly enable learners to have positive learning motivation and behavior. (Wang & Liu, 2007). Choosing a major that is not suitable for you, do not agree with the major, and lack of learning motivation and interest will not only waste valuable college time, but also face different degrees of difficulties in choosing a career in the future; College students who choose the major they are interested in and actively participate in professional learning. They will explore the knowledge of the professional field and gain something in professional learning. Only in this

way can they be more relaxed in future career choices and realize their career ideals (Yu, 2017). Therefore, the major will affect your employment motivation and then affect the student employment

Utilize gender advantages to achieve employment goals

Firstly, female college students need to establish a sense of winning in job competition when facing graduation. We need to maintain the concept of time, stop old employment concepts, and create new employment concepts that adapt to the development of the times. At the same time, in the process of employment guidance, schools should continue to modernize educational concepts, methods, equipment, and teams. We must further establish an open consciousness, change our mindset, and continuously improve ourselves. In order to promote female college students to have correct employment concepts and better engage in employment, and to promote their psychological changes and proactive employment, we must pay attention to strengthening their correct employment concepts, increasing their employment rate, promoting sustainable development of the social employment environment, stabilizing social order, and promoting coordinated social development. Ultimately, universities can help female college students promote targeted, professional, and practical reforms in employment guidance courses (Liu&Zhang, 2022). Secondly, local universities can provide internship opportunities through practical platforms to enhance their competitiveness in employment; Promote gender awareness training, incorporate the concept of gender equality in the employment training process, highlight female role models and good female images, actively guide women to do a good job in career and childbirth planning, and emphasize equal employment. Local universities should refuse relevant enterprises with gender discrimination tendencies to enter campus job fairs; Establish an employment support fund, for female college students in difficulties, local universities can formulate assistance policies and provide relevant tax and fee reductions to provide employment protection for female college students in local universities (Liu&Li, 2022). Actively leveraging the influence of online social capital, promoting the improvement of employment quality for female college students from the perspective of social organizations, and actively leveraging the role of trust in social capital as a foundation. From an individual perspective, promoting employment ability improvement requires self-improvement. In the process of using trust in social capital to serve their job seeking, college students can greatly improve their personal employment quality. Female college students should learn to self diagnose, analyze their strengths and weaknesses, and have a clear and objective understanding of their abilities based on their actual situation (Zhang, 2023).

Utilize the advantages of different age groups to achieve employment goals

“00” college students should establish a correct employment concept of "employment first, then career selection", and actively respond to employment pressure and challenges. College students should make sufficient

preparations before employment, continuously improve their own qualities, accumulate knowledge, and always be good at learning new knowledge. During their time in school, they should strive to learn professional knowledge, cultivate strong professional and psychological qualities, and enable themselves to adapt to the requirements of the market economy during employment (Zhang, 2023). Fresh graduates should make full use of their identity to actively seek employment, actively participate in civil service exams and recruitment in public institutions, and achieve their career goals in the coming years after graduation.

Utilize the advantages of the learned major to achieve career goals

The reason why graduates from different majors can enter different industries and be competent in corresponding positions is because they have different professional human capital, and the formation of professional human capital comes from long-term professional foundation training and also benefits from the improvement of professional direction. At the beginning of college life, one should have a positive attitude towards learning, love their major from the bottom of their heart, and be able to gain a sense of achievement and satisfaction from learning professional knowledge. For the mastery of professional knowledge, only staying at the level of memorization and understanding is far from enough. It is necessary to be able to flexibly apply and solve practical problems, which is the true mastery of professional knowledge. Therefore, according to one's specific situation, developing targeted learning plans and actively participating in subject competitions or professional practices at all levels is the feasible way to solidify professional foundations. During school study, we should also make full use of the library, laboratory, Internet and other resources, and strengthen interaction with teachers, so that teaching and learning can benefit each other (Wang, 2023). At the same time, college students should pay attention to the accumulation of basic classroom knowledge during their time in school, ensure the efficiency of class, actively research and discuss with classmates and teachers, and better understand and absorb the professional knowledge they have learned. They should achieve basic self-discipline, master the professional content they have learned, and be good at analyzing and summarizing, continuously strengthening their professional knowledge skills (Xing, 2023). Focusing on studying the courses of this major, diligently studying the knowledge of this subject and striving to achieve good grades, striving to improve one's comprehensive quality and employment competitiveness; We should strengthen the cultivation of English, computer and other abilities in our spare time; One should fully understand the demands of the job market and try to choose jobs that match their major as much as possible (Li, 2023). College students should strive to consolidate their professional knowledge and basic skills, and strengthen practical and hands-on training (Cao&Sun, 2023).

II. SUMMARY

The key ways to solve the employment problem of college students are twofolds. Firstly, there are sufficient job opportunities in the job market due to external factors, and secondly, individuals in the internal factors of college students are willing to seek employment based on rational judgment. It is difficult to make changes under objective conditions because the Chinese economy has been steadily developing for many years and the industrial structure has also been basically formed, making it difficult to generate a large number of labor demand points. Therefore, for the employment of contemporary "post-2000" college students, based on their gender, age, and major, a realistic and pragmatic scientific and rational employment concept can provide students with the fundamental guidance for employment choices, Fully link the individual career ideal with the realization of the Chinese Dream of the great rejuvenation of the Chinese nation, and contribute to the construction of Chinese path to modernization.

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