



Research Article

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The characteristic of college students' employability and its relationship with emotional intelligence

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ABSTRACT

College students' employability is a hotspot problem of educational, social community and managements, and it is very necessary to research the characteristics of university students' employability and its relationship with emotional intelligence this study chose 4 colleges, 900 college students in different grades and different professional as the research object. Analyze the characteristics of college students' employability and its relationship with emotional intelligence by using the method of correlation analysis, regression analysis. In terms of successful employment, the successful employability is increased with the increase of grad. In maintaining employment, seniors maintain employability is significantly higher than freshman. Science and engineering students' employability is higher than the liberal art and the art students. The correlation of emotional intelligence and employability is significant, and can well predict the employability.

Key words: College Students, Employability, Emotional Intelligence

INTRODUCTION

The competition of college student's employment is fierce in the high-speed economic development and an increasingly competitive. In recent years, college students' employment rate is not high, employer also more and more captious and strict screening the university graduates, which caused employment difficulty for college students'. Some researchers believe that college students' insufficient employability is the root reason of the college students' employment difficult [1]. T College students worry will not find a suitable job, while many employers also worry will not find a suitable talent. This contradiction reflects the college students' employability is insufficient. For employer, they pay more attention to college students' employability persons, and the second factor is degree. Therefore, many scholars pay much attention to employability, and raised a hot wave of research on college students' employability in different areas of the subject. Numerous scholars thought that promote college students' employability is the key to solve the problem of difficult employment by research on college students' employment problem and employability.

Research on employability can be traced back to the 1950s, the theory research content of employability is constantly changing with the development of the society, and the definition of the concept of employability is still not completely consistent. Chen Hongyu [2] gets two dimensions of the college students' employability from successful employability to maintain employability by using the method of exploratory factor and confirmatory factor analysis. Successful employability including basic knowledge, planning consciousness, practice knowledge and experience, self show ability, information acquisition and understanding ability, extraversion, communication skills; Maintain employability including the responsibility, self-management skills, problem-solving ability, planning and organizing ability, team cooperation ability, and self-confidence [2]. In recent years, the employability research also caused the attention of domestic scholars, however, the concept of China's employability has not unified, so it needs further research on influence factors of employability. Overall, employability research in our country is still in its infancy, there are still many problems to be solved.

In the real organization and management, managers found that the employee's performance is not associated with intelligence, relying on the traditional intelligence theory fails to make a reasonable explanation for the performance of

individuals, and then non-intelligence factor gradually aroused people's concern. Psychologists are also put forward various theories and hypothesis to explain. With the concept of Emotional Intelligence proposed, more and more researchers to study the effect of Emotional Intelligence on job performance. Emotional intelligence is generally defined as the ability of individual fitness of perception, understanding, adjust and use their own and others' emotions [3]. Though emotional intelligence is sometimes considered as ability (or intelligence) [4] [5], and sometimes considered as personality traits [6] [7]. But the researchers believe that emotional intelligence plays a very important role in real life for individual success [8]. Studies have shown that high emotional intelligence staff to be able to obtain high job performance [9].

Based on previous literature, we found that emotional intelligence is a kind of important ability influencing students' academic achievements, life satisfaction and job performance. But the research on emotional intelligence and employability is almost blank. This study combines with literature and several years working practice, from the perspective of psychology to examine the influence factors of college students' employability, and further explore the emotional intelligence whether has predict to college students' employability.

EXPERIMENTAL SECTION

Subject: Using stratified random sampling method, randomly select 900 students to test in four college students of Henan. Give out 900 questionnaires, excluding the questionnaires of clearly malicious answer, and delete the questionnaires which data missing more than 10%, finally get effective 846questionnaires, effective rate is 94%. Table 1 shows the specific structure of samples:

Table1: The basic constitute of the research sample (N=846)

Variable Name	Variant Items	Number of people
Gender	Man	382
	Woman	464
Grade	Freshman	175
	Sophomore	183
	Junior	175
	Senior	313
Major	Liberal art	200
	Science	227
	Engineering	238
	Art	181
Only child	Yes	275
	No	571
Student cadre	Yes	623
	No	223
Campus Clubs	Yes	687
	No	159
To participate in internships or part-time	Yes	594
	No	252

Research tools:

1) "Demographic data": the self-compiled demographic data is to investigate college students' grade, professional, whether the one-child, whether the student cadre, whether participate in the community, whether the internship or part-time, and so on.

2) "The rating scale of college students' employability": Using "The rating scale of college students' employability" compiled by Chen Hongyu [2], which is composed of 69 items, two subscales: successful employability and maintain employ ability. Successful employability including basic knowledge, planning consciousness, practice knowledge and experience, self show ability, information acquisition and understanding ability, extraversion, communication skills; Maintain employability including the responsibility, self-management skills, problem-solving ability, planning and organizing ability, team cooperation ability, and self-confidence. According to the level 5 to score, 1 represents strongly disagree, 2 represents relatively disagree, 3 represents not sure, 4 represents disagree, 5 represents strongly disagree.

3) "Emotional intelligence scale": emotional intelligence scale using Schutte [3] the self-report of emotional intelligence scale (EIS) [3]. It has high reliability and validity. The scale required subjects self-report, using 5-point score and total of 33 questions, including four subscales, namely, emotional perception, self emotional management, others emotional management and emotional use.

Domestic scholars Wang Caikang amended the EIS into Chinese, studies have shown that the EIS Chinese version has good reliability and validity, in which a coefficient of 0.896.

RESULTS AND DISCUSSION

Characteristics of college students' employability: The independent variables are grades; the dependent variables are the dimensions of employability and do MANOVA analysis. It was found that grade differences of college students is significant ($F(3842) = 2.68, p < 0.05$) in terms of successful employment, after comparison, the successful employability of the senior student is significantly higher than freshman and sophomore and junior students. It has significant differences

in basic knowledge, communication skills, practical knowledge and experience dimensions. Specific data are shown in Table 2.

Table 2: Each grade score average and standard deviation of the college students' employability (M±SD)

	Freshman (n=175)	Sophomore (n=183)	Junior (n=175)	Senior (n=313)	Total (n=846)
Basic Knowledge	12.85±3.25	12.90±3.49	13.58±2.88	13.81±3.08	13.34±3.19
Practice Knowledge and Experience	10.08±2.20	10.38±2.54	10.84±2.38	10.99±2.31	10.54±2.37
Planning	14.20±3.08	14.22±3.19	14.53±2.84	14.04±2.91	14.22±2.99
information Acquisition and Understanding Ability	21.67±3.91	21.14±4.16	22.05±3.94	21.38±3.78	21.53±3.93
Extraversion	22.44±4.32	21.87±4.20	22.31±3.73	21.58±4.05	21.97±4.09
Self show ability	10.83±2.25	10.49±2.33	10.82±2.16	10.74±2.24	10.72±2.27
Communication Skills	10.79±2.18	11.00±2.35	11.34±1.89	11.57±2.09	11.11±2.15
Successful Employability	102±14.67	103±16.70	105±14.68	106±16.02	103±15.69
Cooperation Ability	18.78±3.03	18.50±3.20	18.98±2.97	18.02±3.31	18.48±3.18
Planning and Organizing Ability	26.02±3.99	25.34±4.54	26.29±4.12	24.89±4.82	25.51±4.48
Self-management skills	27.74±4.25	26.06±4.63	26.84±4.14	25.90±5.11	26.51±4.69
Problem-solving Ability	14.41±3.05	14.56±2.96	14.63±2.87	14.28±2.72	14.44±2.87
Responsibility	33.61±4.23	32.21±5.00	32.43±4.22	30.09±5.06	31.76±4.97
Self-confidence	10.90±2.34	10.81±2.28	11.26±2.04	11.03±2.20	11.00±2.22
Maintain Employability	131±16.00	127±18.59	130±16.27	124±19.57	128±18.22
Employability	227±28.85	229±33.42	231±29.74	236±34.46	231±32.42

Table 3: The average and standard deviation of scores of the employability of college students' in different major (M±SD)

	Liberal art (n=200)	Science (n=227)	Engineering (n=238)	Art (n=181)	Total (n=846)
Basic Knowledge	11.99±2.79	14.09±3.46	13.68±3.16	13.44±2.82	13.34±3.19
Practice Knowledge and Experience	9.89±2.33	11.21±2.48	10.85±2.14	10.99±2.31	10.54±2.37
Planning	13.54±2.66	14.90±3.13	14.49±3.06	13.73±2.86	14.22±2.99
Information Acquisition and Understanding Ability	20.31±3.36	22.58±4.32	21.94±3.97	21.01±3.52	21.53±3.93
Extraversion	20.52±3.79	23.07±4.15	22.65±3.94	21.30±3.94	21.97±4.09
Self show ability	10.25±2.08	11.24±2.36	10.95±2.22	10.31±2.25	10.72±2.27
Communication Skills	10.65±1.95	11.47±2.26	11.38±2.17	10.80±2.05	11.11±2.15
Successful Employability	97.14±12.70	109±17.06	106±15.70	101±13.87	103±15.69
Cooperation Ability	17.56±2.93	19.30±3.28	18.85±3.16	17.98±3.01	18.48±3.18
Planning and Organizing Ability	23.86±3.92	26.77±4.82	26.56±4.04	24.35±4.35	25.51±4.48
Self-management skills	25.05±4.11	27.70±5.46	27.42±4.04	25.43±4.40	26.51±4.69
Problem-solving Ability	13.72±2.60	15.24±2.88	14.66±2.96	13.96±2.73	14.44±2.87
Responsibility	30.25±5.06	32.87±4.99	32.44±4.41	31.14±4.77	31.76±4.97
Self-confidence	10.37±2.22	11.55±2.27	11.33±2.15	10.59±1.98	11.00±2.22
Maintain Employability	121±16.73	133±19.22	131±16.70	123±17.00	128±18.22
Employability	218±27.52	242±34.65	237±31.08	224±29.59	231±32.42

In maintaining employment, the grade difference of college students is significant ($F(3842) = 7.83, p < 0.001$), the seniors maintain employability is significantly lower than freshman. Among them, self management, planning and organizing, cooperation ability, responsibility and other dimensions have significant differences. After inspection, it found that freshman students significantly superior to senior students ($p < 0.01$) in terms of self-management; Junior is significant better than senior ($p < 0.05$) in the planning and organizing and cooperation; senior student was significantly lower than freshman and sophomore, junior students ($p < 0.001$) in the sense of responsibility, a freshman significantly better than sophomore ($p < 0.05$) and senior students ($p < 0.001$). In other dimensions of maintaining employment, grade differences were all not significant.

On the overall employability, grade difference is significant ($F(3842) = 4.98, p < 0.01$), after the inspection showed that senior employability is significantly higher than freshman ($p < 0.05$).

To do MANOVA analyze and act major as independent variables and each dimension of employability as dependent variable, the results show that the overall inspection has significant difference ($F(3842) = 3.60, p < 0.001$). In terms of successful employment, each dimension of major all has significant difference. Table 3 shows scores of the employability of college students' in different major.

After inspection found that in terms of basic knowledge, science, engineering, art is significantly higher than liberal art students (p value is less than 0.001); In terms of practice, planning consciousness, self show and communication, extraversion, etc., science and engineering were significantly higher than that of liberal art and art (p value is less than 0.01); In terms of access to information, science is significantly higher than the liberal art and art ($p < 0.001$), the engineering is significantly higher than liberal art ($p < 0.001$).

All dimensions of major differences are significant in maintaining employment. After the inspection found that science and engineering were significantly higher than liberal art and art students in the aspect of self-management, planning and organizing, cooperation, responsibility, self-confidence (p value is less than 0.001); In terms of problem-solving, science is significantly higher than the liberal art and art ($p < 0.001$), the engineering is significantly higher than liberal art ($p <$

0.001). Figure 1 shows that the scores differences of college students' in four majors in successful employment and maintain employment and employment ability in grade as shown in Figure 1.

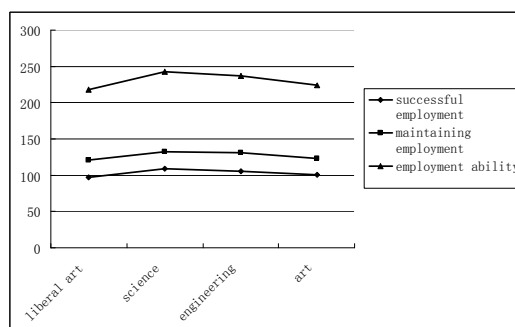


Fig.1: Scores of different major students in successful employment, maintain employment and employment ability

Gender has significant effects on college students' successful employment, $t(844) = 2.31, p < 0.05$, boys successful employment ability is significantly higher than girls. Only child has significant effects on college students' employment ability, $t(844) = 0.72, p < 0.01$, non-only child's employment ability is significantly higher than only child. In maintaining employment, non-only child employment ability is significantly higher than the only child ($t(844) = 1.80, p < 0.01$); There is no significant difference in successful employment of the both.

Whether college students are student cadre have no significant difference in employment ability, successful employment and maintain employment. But in the dimensions of planning and organizing ($t(844) = 4.52, p < 0.05$), self show ($t(844) = 3.89, p < 0.05$) have significant difference, the student cadre is significantly higher than not student cadres.

Whether participate in the community has significantly affect on college students' successful employment ($t(844) = 3.37, p < 0.01$) and employability ($t(844) = 3.42, p < 0.05$). Joining campus clubs students' successful employment and employment ability were significantly higher than that of not joining club students. But the two have no significant difference in maintain employment.

Whether an internship or part-time jobs have a significant impact on successful employment ($t(844) = 3.89, p < 0.05$), maintain employment ($t(844) = 2.08, p < 0.01$), employability ($t(844) = 3.05, p < 0.01$), and other aspects. Participate in internships or part-time college students' successful employment ability, maintain employment ability, employment ability levels were significantly higher than that of hadn't participate in the internship or part-time students.

The relationship between employment ability and emotional intelligence of college students:

1) The correlation analysis of Emotional intelligence and employment ability of college students'

To investigate the emotional intelligence of various factors influence on employment ability, implement Pearson correlation to analyze the scores between emotional consciousness, self emotional management, others emotional management, emotional using and successful employment and maintain employment, employment ability. The results as shown in Table 4.

From Table 4 can be seen that the correlation between emotional intelligence factor, employment ability factor and employment total scores is extremely remarkable, which achieves 0.01 significant level.

2) Emotional intelligence has forecast effect on employability

The researchers used the hierarchical multiple regression method to study the relative importance of different factors, in order to further study the effect of emotional intelligence on the dependent variable.

When we do regression analysis, the overall employment ability as dependent variable, 7 variables of gender, grade, professional, and whether the student cadre, whether the one-child, whether to participate in the community, whether to participate in the internship or part-time as control variables. The independent variables are emotional consciousness, others emotional management, self emotional management and emotional using.

In regression analysis, the first step to let demographic variables as control variables into the regression model, the second step to let emotional consciousness, others emotional management, self emotional management and emotional using as the independent variables into the regression model, studying the effect of each variable to the employment ability. Table 5 shows the results of goodness-of-fit test of the model.

In the model 1, prediction variables are demographic variables, the model 2 prediction variables are each demographic variable and four independent variables (gender, professional, grade and the only-child, student cadre, campus clubs, participate in the internship or part-time, emotional consciousness, others emotional management, self emotional management and emotional using). Compare the two models, after joining four independent variables, the change of the

determination coefficient R^2 is 0.53, and the change amount reached significant level. It shows that the regression equation of goodness-of-fit significantly increased from model 1 to model 2. Overall, 60% of the employment ability of variation can be explained by the model 2.

Do significance test and co linearity inspection to the regression coefficients of the two models. Table 6 shows the results.

Table 4: Pearson correlation coefficient between the emotional intelligence factor and employment ability

	1	2	3	4	5	6	7	8
1. Successful Employment	1.00							
2. Maintain employment	0.83**	1.00						
3. employment ability	0.95**	0.96**	1.00					
4. emotional consciousness	0.58**	0.69**	0.67**	1.00				
5. self emotional management	0.53**	0.67**	0.63**	0.62**	1.00			
6. others emotional management	0.58**	0.68**	0.66**	0.65**	0.71**	1.00		
7. emotional using	0.56**	0.70**	0.66**	0.66**	0.74**	0.76**	1.00	
8. emotional intelligence	0.65**	0.78**	0.75**	0.87**	0.86**	0.87**	0.89**	1.00

Table 5: The model fitting of multiple regression analysis of employment ability

Model	R2	AdR2	ΔR^2	F	P
1	0.07	0.06	0.07	8.77	0.00
2	0.60	0.60	0.53	115.88	0.00

Table 6: Significance test for regression coefficients of the employment ability

Model	B	Beta	P	Tolerance	VIF
Constant	218.26		0.000		
Gender	-6.76	-0.11	0.001	0.978	1.022
Only child	-0.98	-0.05	0.175	0.947	1.056
Student cadre	10.51	-0.14	0.000	0.939	1.065
Campus Clubs	7.00	0.08	0.024	0.936	1.068
To participate in internships or part-time	7.78	0.09	0.017	0.860	1.163
Grade	3.01	0.14	0.000	0.834	1.199
Major	2.53	0.07	0.033	0.977	1.023
Constant	15.07		0.112		
Gender	-5.88	-0.10	0.000	0.973	1.028
Only child	-0.23	-0.03	0.112	0.942	1.061
Student cadre	4.81	0.06	0.009	0.928	1.078
Campus Clubs	1.22	0.01	0.740	0.926	1.080
To participate in internships or part-time	5.22	0.05	0.029	0.857	1.167
Grade	2.79	0.07	0.003	0.774	1.291
Major	-0.79	-0.04	0.054	0.951	1.052
Emotional Consciousness	1.77	0.30	0.000	0.490	2.041
Self Emotional Management	1.19	0.18	0.000	0.389	2.569
Others Emotional Management	2.01	0.18	0.000	0.351	2.849
Emotional Using	1.73	0.26	0.000	0.313	3.193

From Table 6 can be seen, all variables are passed the multi-co linearity test, namely, there is no multi-co linearity among the independent variables. Control variables of gender, student cadre, whether participate in the internship or part-time, major, grade have significant influence on college students' maintain employment ability; Emotional intelligence has a significant role in employment ability prediction for college students, four dimensions of overall employment abilities predictive power at 0.001 significant level, the four dimensions of emotional intelligence has positive prediction function to general employment, indicating that the higher the score of four dimensions of individual emotional intelligence, the higher its employment ability.

From above results we can see that each dimension of the emotional intelligence has strong prediction role on the employment ability dimension and the overall level of employment ability. Namely, the students who have high emotion ability, successful employment and maintain employment ability is stronger, the higher rate of employment success.

CONCLUSION

By analyzing the results, we found that the college students' employment ability has significant grade differences, with grade increased, the employment ability is obviously improved. Especially the dimension score of the successful employment of basic knowledge dimension, communication ability dimension and practical knowledge and experience dimension is increased as the grade rise. So, for the freshman and sophomore and junior, senior students after four years of study and practice, its successful employment will greatly improve.

In the study also showed some accident results, in maintaining employment dimensions, while the grade difference of college students is significant, but the result is a senior student's maintain employment ability is significantly lower than the freshman, especially in the aspect of self management. The reason is that senior students has not a lot of course at last year in college, need not too strict to own, many students faced with the pressure of employment and write a paper, but chose to escape, and take some indulgence method, such as the Internet, play games, watch movies all night. Therefore,

senior students' self management is inferior to freshman. Freshman because of the good learning and living habit cultivated in the Senior Grade Three, make them has a strong ability of self management during freshman.

The study also found that both successful employment ability and maintain employment ability has very significant differences. In terms of basic knowledge, science, engineering and art students are significantly higher than students of liberal art; possible reasons are: the basic knowledge of science, engineering and art can be learned only through professional learning, and the basic knowledge of liberal art relatively easier to master up and understand science students also can learn. Moreover, students find a job in according to their own professional, science and engineering, art students more easy, they just need to find the professional counterparts work. But liberal art students facing the awkward status in employment, because the liberal art are hard to quantify, and is not easy to investigate, some clerical work are dispensable in some units. The results also found that gender has significant effects on college students' successful employment; boy's successful employment ability is significantly higher than girls. Non-only child employment ability is significantly higher than only child. Student cadre successful employment ability is significantly higher than girls not student cadres.

We also carried on the correlation analysis, the correlation between two dimensions of college student's employment ability and four dimensions of overall employment ability and emotional intelligence is very significant, and the emotional intelligence has strong prediction effect on college students' employment ability. If college students have high emotional intelligence, they can well to manage their emotion and to do work with the best mood. At the same time, the college students with high emotional intelligence can better percept others' emotions, it is easier to get others' love and acceptance. The ability of college graduates of self emotion management and adjustment and others emotion recognition can help them get more chances of employment.

This study obtains some valuable conclusions which have a certain theoretical and practical significance. First of all, this study extends the research scope on college students' employment ability and emotional intelligence. Research on college students' employment ability has been more emphasis on exogenous factors rather than endogenous factors, and emotional intelligence is the most powerful endogenous factors affecting employment ability. And previous studies on emotional intelligence are mostly stuck in staff performance, leadership and satisfaction. The research is a great progress in the emotional intelligence, because the object of study extend to college students of not yet received the position. Secondly, the results show that emotional intelligence has strong prediction effect on college students' employment ability. The results has the realistic meaning on college students' employment problem solving and cultivation, colleges can improve college students' emotional intelligence to improve the success rate of employment. In the process of college students' employment, the one who has high emotional intelligence can get more opportunities. Therefore, college students in addition to learning basic knowledge and skills in college, but also to cultivate and improve their emotional intelligence to help them better get job.

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