

Examining The Impacts of Family, Personal, And School Factors on Undergraduate Graduates' Decisions to Continue Their Education or Job Hunting

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Abstract. With the continuous transformation and development of society, the future choice of undergraduate graduates has become a heated issue in society. Since 2017, the number of applicants for the national postgraduate entrance examination has arised. At the same time, the CIER (Employment boom in the Chinese market) index of national college graduates is showing a decreasing trend. This article is based on the "2009 Capital University Student Growth Tracking Survey" and uses logistic regression to analyze the objective effects of school, family, and personal factors on whether undergraduate graduates choose to pursue higher education or employment. Finally, this study found that factors such as learning atmosphere, teacher teaching ability, and family economic status significantly affect college students' graduation choices. Through thorough research and analysis, this article seeks to analyze the elements that affect graduates' decisions regarding their future courses of study and employment. It also offers pertinent advice and recommendations for educational institutions, families, and particular students.

Keywords: School; family; individual; further education; employment.

1. Introduction

1.1. Introduce the background of the research

Chinese scholar Yan Yu and others have shown in their studies that factors such as learning atmosphere, teacher teaching ability, and family economic status significantly affect college students' graduation choices [1]. However, from the perspective of selecting variables in this article, the analysis is not comprehensive enough, and the research results have certain limitations.

College students' decisions regarding their graduation have become a heated topic in society due to the growing strain on employment in today's society. As they prepare for higher education, more and more undergraduate students are considering their capacity for learning and level of cultural literacy. The number of undergraduate students taking the postgraduate admission examination has been rising yearly in order to increase one's core competitiveness.

Through thorough research and analysis, this study intends to quickly comprehend the elements that affect graduates' decisions to take the postgraduate admission exam and find work. Understanding how various good policies for college students are being implemented around the nation can help people to provide relevant references for government decision-making agencies, universities, students, and companies.

1.2. Proposed research questions

- 1) What factors have an impact on graduates' choice of postgraduate entrance examination or employment during their university years? Why?
- 2) What guidance and suggestions do have for schools, families, and college students

1.3. Significance

University education is always changing, and undergraduate education is becoming more and more popular as a result of society's and the economy's ongoing evolution. In this perspective, the learning phase of university is a significant time of growth and change, which has a significant impact on

graduates' future choices and professional development. the author hoping that study can aid educators and policymakers in improving the university experience to produce graduates who can adapt to changing social needs.

2. Literature review

2.1. The Influence of School Factors on Graduates' Choice of Continuing Education or Employment

The development of talent in universities is significantly influenced by the teaching capacity of schools, and the success of educational objectives is correlated with the enhancement of the teaching environment in universities. Shi Shutao and Li Ning, two Chinese scholars, noted in their research that the process of popularizing higher education is a fairly typical occurrence and that there are various degrees of educational "quality crises" that range in severity. The effectiveness of education and instruction provided in higher education institutions has a significant impact on graduates' all-around competence[2]. Researchers have established via their studies that college students' decisions on when to graduate from college are significantly influenced by assessments of the curriculum and school's status. Students' decisions are somewhat influenced by how they feel about their school. Universities of all levels should set up their courses sensibly based on the actual circumstances of the school and the students, giving them a positive educational experience[1]. The employment situation is dire right now. Schools should place a high value on developing students' fundamental skills, provide them with opportunities to practice these skills, and create real-world opportunities for them both inside and outside of the classroom, with a focus on developing their all-round ability[3]. According to Zhang Ning's research, students should actively engage in social practice, club activities, volunteer work, and other endeavors to foster the development of practical experience and all-around skills for college students. On the one hand, universities should offer more internship opportunities based on students' needs[4]. In addition, this study suggests that in addition to the influence of school status and other factors, factors such as the school's learning atmosphere and teachers' teaching ability also affect students' academic performance during university, thus affecting graduates' future choice of pursuing higher education or employment. At the same time, various activities during college can also help improve the various abilities of graduates. Therefore, strengthening the importance of the university teaching environment and assessing teachers' teaching abilities can help improve students' learning abilities and make them clearer about whether to pursue higher education or employment, and prepare them for achieving these goals.

2.2. The Influence of Family Factors on Graduates' Choice of Continuing Education or Employment

Currently, many facets of society are concerned about whether college students choose to continue their study or job hunting. The main focus of study on educational disparity in the modern world is how family background affects individual educational achievements, and among college students today, the mechanism of cultural reproduction continues to play a role in the development of human capital[5]. In addition, there are notable disparities in how parents' social capital and status affect college kids' propensity to work. According to Chinese academicians Chen Dong and Zhang Yuyang, uneven chances have become a major economic concern in recent years due to a number of variables, including unequal familial backgrounds, which are one of the major causes of educational disparity. They contend that a significant determinant of where college students choose to graduate is the economic situation of their families[6]. According to scholar Tong Xing, who believes that families are the primary source of social capital for college students, the advantage of family capital is more likely to convert into academic achievement for students in China[7]. The social networks and resources that belong to a person's parents generally represent the social capital that they have when they leave campus for college. While most scholarly research focuses on determining whether something is fair, this study is primarily concerned with the influence of familial issues on graduates'

future decisions. The study also predicts that whether graduates opt to continue their education or find job in the future will depend significantly on the family-learning environment. The study will therefore thoroughly cover the effect of family influences on graduates' decisions to pursue higher education or employment.

2.3. The Influence of Personal Factors on Graduates' Choice of Continuing Education or Employment

Learning in higher education plays the role in the development of a student's overall attributes, such as their cognitive capacities, communication skills, and problem-solving abilities. For graduates, these all-encompassing qualities constitute a crucial support system for their future professional and personal development. According to research by Zhang Jia, students' personal career growth is linked to the advancement of the cause of socialism with Chinese characteristics as well as the influence of traditional ideas and social practice on students[8]. They also consider that a thinking error is the main contributor to the different issues pupils have with their learning attitudes. The issue of students' learning attitudes needs to be addressed, and the solution lies in paying great attention to ideological education[9]. Yang Xueli and Wu Di concur that a person's learning attitude has a direct bearing on their behavior, their learning process, and their efficacy as learners. Learning ability has become a necessary quality for people's survival and career development in society. Students not only need to learn professional knowledge and skills in a systematic manner, but they also need to learn interpersonal communication, independent thinking, the ability to distinguish right from wrong, and how to cultivate a healthy personality[10]. During their university studies, students may also face various challenges and confusions, hoping to overcome these problems and build stronger resilience and confidence. At the same time, during university studies, students' learning attitudes greatly affect their future choices, and their own problems have become an important reason for their different graduation choices. Therefore, this article will discuss the impact of college students' own factors on their choice between further education or employment.

To sum up, a comprehensive analysis of existing research results shows that factors such as learning atmosphere, teacher teaching ability, and family economic status have a significant impact on whether college students choose to take the postgraduate entrance examination or employment after graduation. Research has shown that students who have received rewards during their school years are less likely to choose jobs, indicating that students with excellent academic performance are more inclined to take the postgraduate entrance examination. Secondly, the teaching environment in schools has a certain impact on students' development, and universities at different levels should make reasonable settings based on the actual situation of the school and students, to provide students with a good learning experience. Finally, among the family influencing factors, students with higher family income and a strong family learning atmosphere are more inclined to take the postgraduate entrance examination. Therefore, educators and decision-makers should continue to pay attention to the optimization of university education and other issues to ensure that graduates can adapt to the needs of future society and make positive contributions to social development.

3. Research method

3.1. Data Model

This article focuses on the analysis of influencing factors on future choices after graduation, with 1 being working and 0 not working. The independent variables include learning atmosphere (A), teacher's teaching ability (B), teacher's research ability (C), teaching hardware facilities (D), academic status in China (E), family economic situation (F), family learning atmosphere (G), and attitude towards learning (H). In the process, data from 15 different levels and types of Beijing universities, including Peking University, Tsinghua University, Renmin University of China, and Beijing University of Chemical Technology, were chosen for analysis.

Based on the above settings, the setup model is as follows:

$$P(Y_i = 1) = \frac{e^{\alpha_0 + \alpha_1 A + \alpha_2 B + \alpha_3 C + \alpha_4 D + \alpha_5 E + \alpha_6 F + \alpha_7 G + \alpha_8 H}}{1 + e^{\alpha_0 + \alpha_1 A + \alpha_2 B + \alpha_3 C + \alpha_4 D + \alpha_5 E + \alpha_6 F + \alpha_7 G + \alpha_8 H}} \tag{1}$$

Among them, α_0 is a constant term and α_i is a coefficient term, representing the direction of influence of the independent variable on the dependent variable.

3.2. The data source used in the study

A total of 3919 college students were surveyed using the "2009 Capital College Student Growth Tracking Survey", with a total of 2084 males and 1835 females.

3.3. Descriptive statistical analysis of data

Table 1. Descriptives

Variable	Obs	Mean	Std. Dev.
Y	3919	0.3292	0.4700
A	3919	7.1840	2.3413
B	3919	7.0219	1.8948
C	3919	7.3511	1.9674
D	3919	7.0403	2.1589
E	3919	7.1171	2.4019
F	3919	3.2230	0.7566
G	3919	5.4476	1.4136
H	3919	3.2579	0.4421

According to Table 1, it can be seen that 32.92% of people choose to work after graduation, and 67.08% choose to pursue further education, indicating that there are more people choosing to pursue further education.

3.4. Correlation analysis

Table 2. Correlation analysis

Variables	Y	A	B	C	D	E	F	G	H
Y	1								
A	0.1602** *	1							
B	0.1009** *	0.5660** *	1						
C	0.1542** *	0.6058** *	0.7668** *	1					
D	0.1026** *	0.4349** *	0.5489** *	0.6206** *	1				
E	0.1933** *	0.6045** *	0.6590** *	0.7513** *	0.5059** *	1			
F	0.1635** *	0.0904** *	0.0814** *	0.0720** *	0.0643** *	0.1241** *	1		
G	0.1822** *	0.0774** *	0.0490** *	0.0517** *	0.0477** *	0.0910** *	0.5341** *	1	
H	0.1096** *	0.1057** *	0.1449** *	0.1293** *	0.1212** *	0.0984** *	0.0761** *	0.0908** *	1

Note: * * *, * *, * respectively indicate significant correlation at the significance levels of 0.01, 0.05, and 0.1

According to Table 2, it can be seen that the absolute values of the correlation coefficients between explanatory variables are all less than 0.8. It is preliminarily determined that there is no problem of poor model results caused by the strong correlation between explanatory variables or control variables.

The correlation coefficients between the explanatory variables' learning atmosphere, teacher teaching ability, teacher research ability, teaching hardware facilities, academic status in China, family economic situation, family learning atmosphere, attitude towards learning, and the dependent variable Y are -0.1602, -0.1009, -0.1542, -0.1026, -0.1933, 0.1635, 0.1822, -0.1096, respectively, which are significant at the 1% significance level, namely, family economic situation There is a significant positive correlation between family learning atmosphere and Y, while there is a significant negative correlation between learning atmosphere, teacher teaching ability, teacher research ability, teaching hardware facilities, academic status in China, and attitude towards learning and Y.

3.5. Regression model analysis

Table 3. logistic regression model

Y	Coef.	Marginal Effects
A	-0.0672*** (-3.4100)	-0.0136
B	0.1311*** (4.2000)	0.0266
C	-0.0744** (-2.1700)	-0.0151
D	0.0020 (0.0900)	0.0004
E	-0.1379*** (-5.9100)	-0.0280
F	0.2226*** (4.0200)	0.0451
G	0.1862*** (6.4000)	0.0377
H	-0.4112*** (-5.0300)	-0.0834
cons	-0.0926 (-0.2700)	
Pseudo R2	0.0653	
LR chi2(8)	324.4300	
Prob > chi2	0.0000	

Note: * * * represents significant impact at a 1% significance level, * * represents significant impact at a 5% significance level, and * represents significant impact at a 10% significance level. The value of z is in parentheses.

According to Table 3, it can be seen that the corresponding p-value is 0.0000, less than 0.01, with a probability of over 99% that the entire model has passed the significance test.

The coefficient of influence of the independent variable learning atmosphere is -0.0672, which is significant at a significance level of 1%, indicating a significant negative impact. The better the learning atmosphere, the more likely it is to not work after graduation. However, the value of Marginal Effect is -0.0136, indicating that for every unit increase in learning atmosphere, the average probability of working decreases by 1.36%.

The coefficient of influence of the independent variable teacher's teaching ability is 0.1311, which is significant at the 1% significance level, indicating a significant positive impact. The better the teacher's teaching ability, the more inclined they are to work after graduation, indicating that every increase in teacher's teaching ability by 1 unit will cause an average increase in the probability of work by 2.66%.

The coefficient of influence of the independent variable on teachers' scientific research ability is -0.0744, which is significant at a significance level of 5%, indicating a significant negative impact. The better the teachers' scientific research ability, the more likely they are to not work after graduation, indicating that an increase of one unit in each teacher's scientific research ability will lead to an average reduction of 1.51% in the probability of work.

The independent variable teaching hardware facilities do not have a significant impact, with a p-value of 0.9260, greater than 0.1, indicating that every additional unit of teaching hardware facilities will cause an average increase of 0.04% in the probability of work.

The influence coefficients of independent variables on academic status and attitude towards learning in China are -0.1379 and -0.4112, respectively. The better the academic status and attitude towards learning in China, the more inclined it is to not work. The influence coefficients of family economic situation and family learning atmosphere are 0.2226 and 0.1862, respectively, indicating that the better the family situation, the more inclined it is to work. Each increase in academic status in China by one unit will result in an average reduction of 2.80% in the probability of work. Each increase in attitude towards learning by one unit will result in an average reduction of 8.34% in the probability of work. For every unit increase in family economic situation, the average probability of causing work increases by 4.51%. For every unit increase in the family learning atmosphere, the average probability of causing work increases by 3.77%.

4. Discussion

According to the above results, the author can see that an increase in most independent variables will cause an average increase in the probability of further education, while an average decrease in the probability of work. Among the 3919 college students surveyed, 2637 chose to pursue further education, 1292 chose to work, and 840 students did not have a good choice for graduation. First, data from 15 different levels and types of Beijing universities, including Peking University, Tsinghua University, Renmin University of China, and Beijing University of Chemical Technology, were chosen for analysis. Students are highly likely to be able to continue their education after graduation since they have good personal learning skills. As a result, more respondents to the study said they intended to pursue higher education. Second, with Beijing serving as the nation's capital and the hub of Chinese politics, culture, and international interactions, there is a great demand for talent, which has increased the pressure on academic degrees. Thus, this might also influence graduates' decision-making. These recommendations are made in light of the findings: In order to develop practical skills during their school years, each student must first complete learning tasks with high quality and quantity while actively participating in numerous school activities[11]; Second, while a positive home environment is more favorable to students' diverse growth, family economic factors do have some influence on students' future choices[12]; Thirdly, for schools, the learning environment and the caliber of teachers' instruction have a big influence on students' decisions on when to graduate. To ensure that students complete their learning tasks and goals throughout their time in school and to improve the learning environment, schools should create precise and detailed lesson plans.

5. Conclusion

This study indicated that whether college graduates choose to pursue higher education or seek jobs abroad is greatly influenced by factors including school, family, and individual individuals. First, a student's own learning attitude affects how likely they are to choose to take the postgraduate entrance

examination; second, the school's learning environment, teachers' scientific research abilities, and students' likelihood of doing so after graduation all affect how likely they are to do so; third, a student's family's financial situation affects how likely they are to choose to do so. The main contribution of this study is to show the effects of school, family, and student personal factors on graduates in terms of learning environment, family economic situation, and learning attitude, as well as the changing trends of these effects and whether there is a significant impact relationship. To offer recommendations and pertinent advice to families, schools, and specific children. The current research also lacks early data sources, helping readers to fully assess how current economic conditions and educational policies affect college graduates' future choices. Data from recent years will be useful for analysis in future research, which will aid in the development of this field of study.

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