

# Research on the Impact of Family Capital on College Students' Employment

Hui Li<sup>1,a,\*</sup>, Fengyuan Zhong<sup>1,b</sup>

<sup>1</sup>*Institute of Humanity, Tianjin Agriculture University, Tianjin, China*  
<sup>a</sup>*cug832@163.com*, <sup>b</sup>*1310655731@qq.com*

\*Corresponding author

**Abstract:** *With the popularization of higher education, colleges and universities continue to expand enrollment, the number of graduates increases year by year, the employment situation is becoming increasingly severe, and the employment of college students has become a hot topic of general concern in society. As the original environment for the growth of college students, the capital stock of the family may have an impact on the employment of college students. This paper first sorts out the relevant research on family capital, college student employment and the relationship between the two at home and abroad, and determines the core concepts and variables. Then, through the distribution and collection of questionnaires, data on the capital and employment tendencies of college students' families were collected, and the collected data was analyzed using SPSS to draw valid conclusions. Finally, on the basis of the above research, some implication was obtained from government, colleges and universities, and students.*

**Keywords:** *Family capital; College student; Employment of college student*

## 1. Introduction

With the development of higher education, the scale of college enrollment continues to expand, and the number of college graduates in China every year is also growing rapidly. According to the statistics of the Ministry of Education, the number of ordinary college graduates will reach 10.76 million in 2022, and with the impact of COVID-19, the employment pressure of university graduates will further increase. The role of family capital in the employment process of college students is becoming increasingly prominent. As a key indicator of family resource ownership, family capital can bring both a variety of beneficial resources to the individual's behavior and a certain social resource advantage for the individual, which can be converted into personal resources and used for professional activities when appropriate. Family capital has different effects on college students' professional choices, academic performance, access to higher education, employment intentions, and career choices. Students with different family capitals have unequal cultural, economic and social capital, as well as equal access to education and professional status. In order to find an ideal job, many college students will make the most of the family or personal social capital they now have. In recent years, many fields such as economics, sociology, psychology and education have taken family capital as an important research content. This paper mainly explores the correlation between family capital and the employment of college students, provides constructive guidance for the employment of college students, and to a certain extent, provides suggestions for the formulation of employment policies for college students, and can also enlighten family education, and attach importance to the impact of the family environment on children.

## 2. Literature Review and Definition of Core Concepts

### 2.1. Family Capital

The concept of family capital derives from the theory of social capital. The French sociologist Bourdieu argued that social capital is an institutionalized, long-term network of social relations that includes "real and potential resources". In his book *The Forms of Capital*, Bourdieu clearly divided forms of capital into three categories, namely: "economic capital, cultural capital and social capital". On this basis, the concept of "family social capital, family economic capital and family cultural capital" was derived, and then "symbolic capital" was added.<sup>[1]</sup> He also believed that the cultural capital and social

relations of the family will affect the children's education and thus affect their social status.<sup>[2]</sup> Coleman argued that family capital is part of social capital, including "economic level, social relations, parental occupation, and education level". He also believed that interpersonal relationships were part of family capital and can provide convenience to individuals when they carry out certain actions.<sup>[3]</sup> Gao and Liu divide family capital into "economic, cultural, political, and social capital", which was a family background that can be used by college students to achieve some "instrumental purpose"<sup>[4]</sup>. Ma believed that family capital was what we usually call family social background, which can provide effective resources for students' own actions and can be fully mobilized in professional activities.<sup>[5]</sup> In their research, Li and Liu defined family capital as "the synthesis of the economic, cultural, and social capital that a family can provide to their children".<sup>[6]</sup>

This study divides family capital into three dimensions: family economic capital, family social capital, and family cultural capital. Family economic capital refers to the comparison of family income with the local level, the average annual income of the family, the degree of family tolerance for tuition fees. Family social capital through the political outlook of the parents of college students, the nature of the parents' work unit, the family's network of resources, the number of relatives and friends in the family network can give job search help to reflect the embodiment. Family cultural capital includes the education level of the parents of college students, the number of books in the family and the degree of attention of parents to current affairs.

## **2.2. Employment of College Students**

The research on employment of college students involves many disciplines such as sociology, education, psychology and other fields, focusing on employment policy, employability, factors influencing employment and career exploration.

Higgins analyzed the employment problem of college students from the aspect of "supply and demand of employment and matching supply and demand", and believed that "college students lack employability, insufficient employment demand, and the efficiency of matching supply and demand for employment is not high" are the root causes of college students' employment difficulties.<sup>[7]</sup> By investigating the employment of Japanese college students in the past 30 years, Yano found that the employment of Japanese graduates was mainly affected by the domestic economy, and believed that the employment of college students should take into account the economic development of the country and the corresponding cultural factors.<sup>[8]</sup> Tang believed that under the new normal, the employability of higher vocational college students has problems such as "lack of vocational awareness, insufficient vocational skills, insufficient social adaptability, and weak ability to apply for employment", and put forward constructive suggestions for these problems to improve the employability of college students.<sup>[9]</sup>

The research defines employment tendency as the conscious choice of occupation and related aspects of employment subjects driven by employment needs and guided by certain specific values.

## **2.3. The Impact of Family Capital on the Employment of College Students**

Scholars have found that there is a correlation between the economic and social relations of families, the occupation and education level of parents and children. Granovetter argued in his book *The Strength of Weak Ties* that weak relationships can convey richer information resources to some extent because they have gone through more links and accepted more synthesis of ideas and information. Weak relationships are a form of social capital that has a profound impact on job seekers.<sup>[10]</sup> Lin explored the role of social capital in the job search and employment process of the educated. He believed that in the job search process, social capital can bring more employment information and employment opportunities to job seekers. In the process of work, social capital can provide job stability for the employed, making the work process smoother. In terms of interpersonal relations, children from middle-class families are more likely and willing to take the initiative to contact some authoritative people such as professors and administrators.<sup>[11]</sup> They are more aware of interacting with them in a way that is acceptable to them, putting them in a more comfortable position, and are willing to share resources. Gao et al. found that there are differences between the human capital and family capital stock of Chinese college students, which will show different reactions to employment policies in China, which will affect the willingness of Chinese college graduates to start their own businesses and their willingness to work in the western region, grassroots and hardship areas<sup>[12]</sup>. Yang pointed out that family capital will affect the job search pathways of college graduates<sup>[13]</sup>. Wang combined family capital and psychological capital to study their influence on college students' employment tendencies, and there

was a positive correlation.<sup>[14]</sup>

### 3. Research Design

#### 3.1. Respondents

The subjects of this research are college students. Respondents include freshman to senior college students as well as graduate students. Through the questionnaire star distributed online questionnaires, the types of schools surveyed were ordinary colleges and key universities. The respondents were mainly college students from Tianjin Agricultural College, South China University of Technology, Guangxi College of Arts, Guangxi College of Finance and Economics and other colleges. In order to ensure the heterogeneity of the survey subjects, the survey major involves a number of professional disciplines such as literature, history and philosophy, economics, law, education, management, art, science, engineering, agriculture, medicine, and foreign languages. A total of 262 online questionnaires were distributed, 262 were recovered, and 262 questionnaires were valid, with an effective rate of 100%. The specific sample information is shown in Table 1.

*Table 1: Sample information*

		number	percentage
Gender	male	117	44.66%
	female	145	55.34%
Grade	freshman	25	9.54%
	sophomore	62	23.66%
	junior	59	22.52%
	senior	90	34.35%
	graduate	26	9.92%
Home location	countryside	84	32.06%
	township	34	12.98%
	County	48	18.32%
	Cities	50	19.08%
Level of universities	Provincial capital or municipality	46	17.56%
	985 universities	44	16.79%
	211 universities	18	6.87%
	Provincial key colleges	24	9.16%
	General colleges	176	67.18%

Source: Compiled from the results of the questionnaire survey

#### 3.2. Research Tools

Based on the existing literature, the research compiled the “Questionnaire on the Impact of Family Capital on the Employment of College Students”, which consists of four parts and a total of 29 items. The first part is a guide that clarifies the purpose of the questionnaire to the respondents. The second part is the personal information of the respondents, including gender, grade, home location, type of school, and the type of professional discipline. The third part is family capital, with a total of 13 items: items 1-3 belong to the dimension of family economic capital, items 4-9 belong to the dimension of family social capital, and items 10-13 belong to the dimension of family cultural capital. The fourth part is the employment questionnaire for college students, which is composed of 11 questions consisting of college students’ plans after graduation, the ideal place of work, the type of ideal work unit, the primary and secondary factors to be valued when choosing a job, the minimum wage level, the views on independent entrepreneurial behavior, the most effective job search channels, the factors affecting employment, and the object of listening to suggestions.

In the research, 262 questionnaires were collected and analyzed by SPSS 26.0, including descriptive statistical analysis, cross tables and chi-square tests.

#### 3.3. Questionnaire Reliability Analysis

Cronbach’s  $\alpha$  of family economic capital in this questionnaire is 0.792, Cronbach’s  $\alpha$  of family social

capital is 0.766, Cronbach's  $\alpha$  of family cultural capital is 0.777, and Cronbach's  $\alpha$  of family capital is 0.816, which is more reliable.

#### **4. Analysis of the Impact of Family Capital on the Employment of College Students**

##### **4.1. Analysis of Family Capital**

###### **4.1.1. Analysis of Family Economic Capital**

In terms of annual family income per capita. The per capita annual income of 7,000 or less is 70 respondents, accounting for 26.72%. There are 46 respondents with an annual income of 7,000 to 15,000 yuan, accounting for 17.56%. There are 35 respondents with a per capita annual income of 15,000 to 25,000, accounting for 13.36%. There are 28 respondents with an annual income of 25,000 to 35,000 yuan, accounting for 10.69%, 39 respondents with an annual income of 35,000 to 70,000 yuan, accounting for 14.89%, while 44 respondents with an annual income of more than 70,000 yuan, accounting for 16.79%. Overall, the per capita annual income of family is more than 7,000. Compared with the local level, there are 22 respondents, accounting for 8.4%, 87 respondents at a low level, accounting for 33.21%, 130 respondents with a level similar to the local level, accounting for 49.62%. Compared with the local level, there are 23 respondents, accounting for 8.78%, and the level is very high. Overall, the proportion of respondents with families at the same level as the local level is relatively large.

The extent to which families bear tuition fees. Families can not afford tuition fees, only 13 respondents, accounting for 4.96%; for families barely bear 29.39%, there are 77 respondents; 125 respondents can afford tuition fees, accounting for 47.71%; for tuition fees can be easily afforded, there are 27 respondents, accounting for 10.31% for learning without pressure 20 respondents, accounting for 7.63%. It can be seen from this that most families can afford tuition fees.

###### **4.1.2. Analysis of Family Social Capital**

Political affiliation of parents. The number of parents and relatives for the masses is the largest, the proportion of fathers for the masses has reached 80.53%, and the mother for the masses has reached 93.13%. The political affiliation is that of CPC members, most of whom are fathers, and the number of people is 50, accounting for 19.08%, while the number of mothers who are CPC members is 17, accounting for 6.49%. The number of democratic party is the least, only one father and one mother.

The number of the nature of the father's work unit is from high to low, in order: farming, self-employment, private enterprises, public institutions, state-owned enterprises, party and government organizations, others, and foreign-funded enterprises. The number of the nature of the mother's work unit is, from high to low, such as farming, self-employment, private enterprises, public institutions, state-owned enterprises, others, party and government organizations, and foreign-funded enterprises. On the whole, the parents who work in agriculture are higher.

Family network resources. The "general" is the most, 111 respondents, more, accounting for 42.37%, "very extensive" is the least, only 8 respondents, 3.05%. Most of the students have relatively few families network resources, and the total proportion of very few and few accounts for 41.98%. Overall, it can be seen that the family network resources of college students are not in good condition.

The number of relatives and friends who can help find a job in the family interpersonal network is the largest number of people below 5, reaching 153, accounting for 58.4%. The number of relatives and friends who can get help with their job search for most people is small.

###### **4.1.3. Analysis of Family Cultural Capital**

In terms of the cultural and educational level of parents, the college students surveyed had the largest proportion of their parents' education level in junior high school, the number of fathers with specialized and undergraduate education level was more, while the number of mothers in primary and secondary schools and below was as large as that of junior colleges and undergraduates, and the number of mothers with education level reaching graduate school and above was the smallest. The number of participants whose father with a graduate degree or above and a mother with a graduate degree or above was equally high, both 8.

The number of books in the family is the largest than that of 20, with 88 people, accounting for 33.59%, followed by 20-60, accounting for 30.15%. The number of books in the family more than

100-140 is the least, only 18 respondents, accounting for only 6.87%.

The “frequent” of parents’ attention to current affairs and politics is the most. There is 24 respondents choosing “almost no attention”, accounting for 9.16% and 25 students choosing “very much attention” ,9.16% also. Overall, parents are still more concerned about current affairs and politics.

## ***4.2. Analysis of Employment of College Students***

### ***4.2.1. Graduation Plans***

After graduation, the number of students who intend to work directly and those who will study further are relatively large, 135 and 88 respectively, accounting for 51.53% and 33.59% respectively, which shows that direct employment after graduation is the choice of the vast majority of college students. The number of male students who chose to work directly after graduation was 53 and the number of female students was 82. There was little difference in the number of boys and girls who chose to pursue further studies, with 43 boys and 45 girls. Fewer people chose to study abroad, other graduation plans, and independent entrepreneurship after graduation, 7, 8 and 9 respectively, accounting for a total of 9.16%.

### ***4.2.2. Ideal place to Work***

Coastal open cities and special economic zones accounted for the largest proportion, 136 respondents, accounting for more than half, 51.91%. The main reason is that these places are economically active, economically developed, good working and living conditions, high income, education, medical conditions. Even if the employment competition is fierce, it will attract most college students. Among the students who chose coastal open cities and special economic zones, 70 were boys accounting for 51.5%, and 66 were girls accounting for 48.5%, less than the boys, which showed that boys were more competitive than girls. The number of students who prefer the capital cities of the mainland and the small and medium-sized cities in the interior is also large, with the least in remote areas, rural areas and other places.

### ***4.2.3. The Ideal Type of Work***

For the ideal type of work unit, the top three selected by college students are state organizations, public institutions and state-owned enterprises, with 77, 66 and 58 respondents respectively, accounting for 29.39%, 25.19% and 22.14% respectively, accounting for a total of 76.72% of the three. 53 girls select state organizations, accounting for 68.8%, and 24 boys, accounting for only 31.2%. State organizations are mainly the units of civil servants, and the status of civil servants is getting heavier and heavier, as can be seen from the enthusiasm of civil servants in recent years. Strong work stability and good welfare benefits are the main reasons why state organizations, public institutions and state-owned enterprises occupy the top three. Especially when COVID-19 remains, employment competition is more intense and more difficult, and job changes are accustomed. So college students will be more inclined to find relatively stable jobs.

### ***4.2.4. Factors to Value When Choosing Work***

When choosing a job, most of the students believe that economic income is the most important, and the number of students has reached 130, accounting for nearly half, 49.62%. It is believed that the second important factor is economic income and welfare benefits, the difference between the two is not much. 24.43% of the students believe that the development prospects and promotion space are the third one. Only one person thinks that social reputation and status are the most important.

### ***4.2.5. Acceptable Minimum Wage Level***

The minimum salary acceptable to 55 college students is more than 6500 yuan, of which 24 are from 985 colleges and 15 from ordinary colleges. Most college students can accept the minimum wage level of 3500 to 4500 yuan, and only 8 people can accept less than 2500 yuan. The higher the level of the universities, the corresponding higher the minimum salary requirement, which indicates that college students have obvious differences in the minimum wage level that can be accepted. Overall college students’ expectations for the minimum wage level are still relatively high.

### ***4.2.6. Views on Entrepreneurship***

Most of the students are uncertain about the independent entrepreneurship behavior, reaching 47.71%, which shows that most college students are still in a confused period and still have a clear career plan. The number of people who are very willing to start a business and very reluctant to start a

business is small, accounting for 9.16% of the total. There are more students willing to start a business than those who are unwilling to start a business, 57 more students. Overall, college students are still willing to start their own businesses.

#### 4.2.7. The Most Effective Way to Search a Job

A large majority of students believe that campus recruitment fairs are the most effective way to find a job, followed by independent examinations, followed by teacher recommendations, which account for 38.55%, 19.47%, 11.83%, respectively, 101, 51 and 31 students. It can be seen from this that most students still recognize campus recruitment, because the campus recruitment fair is a joint recruitment company of the school, which is larger in scale and more reliable.

#### 4.2.8. Factors Affecting Employment

The survey results show that a large majority of students believe that professional quality is the most important factor in the employment process, reaching 142 students, accounting for 54.2%; There are also many students who believe that social skills and school fame are important factors in employment, 45 and 37 respectively, accounting for 17.18% and 14.12% respectively. Among the other students who choose to do so, the most important factor affecting employment is personal ability.

#### 4.2.9. Objects to Listen to Suggestions

In the job search process, the number of people who are more willing to follow their own decisions is the largest, and the number of people who listen to the suggestions of teachers and parents is similar, 86, 73 and 60, accounting for 32.82%, 27.86% and 22.9% respectively.

### 4.3. Analysis of the Impact of Family Capital on the Employment of College Students

This research uses the cross table to analyze the relationship between family capital and employment. The four representative questions in the employment questionnaire were compared with the degree of family capital for analysis in the cross table and chi-square test, which were the intention after graduation, the ideal place of work, the ideal type of work and the acceptable minimum wage level.

#### 4.3.1. Family Capital and Intentions after Graduation

Table 2: Chi-square tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point estimate
Pearson Chi-square	28.965 <sup>a</sup>	5	.000	.000		
Likelihood ratio	28.601	5	.000	.000		
Fisher's Exact test	28.135			.000		
Linear-by-Linear Association	2.498 <sup>b</sup>	1	.114	.125	.067	.012
N of valid cases	262					

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.79.

b. The standardized statistic is 1.580.

Source: Compiled from the results of the questionnaire survey

The results of the analysis of family capital and intention after graduation are shown in Table 2, there are 4 cells with a theoretical frequency of less than 5, more than 20% of the theoretical frequency is <5, and the minimum expected count is 1.79, the value of Fisher's exact test is 28.135,  $P < 0.05$ , so this suggests that there is a statistically significant difference between the degree of family capitalization and the intention to graduate. A total of 67 students with high family capital are more inclined to continue their studies in the country, while 35 students choose to continue their studies in the country, accounting for more than half, reaching 52.2%. It can be seen that due to the high family capital, there are no more problems in other aspects such as economic superiority, coupled with today's "examination and research fever", employment difficulties, etc., more choices have been given to continue their studies in China, and improve their competitiveness in the job market by upgrading their academic qualifications. Students with low family capital tends to direct employment after graduation, a total of 195 students with low family capital, and 115 students choose direct employment after graduation, accounting for 59% of the total. For other costs such as sunk costs and time costs that need to be paid for further study at home and abroad, this is more difficult to bear for college students with low family capital, so choosing working after graduation has become the first choice for most college students with low family capital.

#### 4.3.2. Family Capital and the Ideal Place of Work

The results of the analysis of family capital versus the ideal place of work are shown in Table 3, with 5 cells with a theoretical frequency of less than 5, more than 20% of the theoretical frequency  $<5$ , and a minimum expected count of 1.02, Fisher's Exact Test value of 4.867, p-value of 0.399, and  $P > 0.05$ , therefore, this indicates that the difference between the degree of family capital and the ideal place of work for college students is not statistically significant. Whether it is college students with low family capital or college students with high family capital, most of them choose coastal open cities and special economic zones for the ideal place of work. Of the 195 students with low family capital, 99 chose coastal open cities and special economic zones, and 37 of the 67 university students with high family capital chose this, reaching 55.2%, 4.4% higher than college students with low family capital. The proportion of college students with high family capital choosing remote areas is smaller than that of college students with low family capital.

Table 3: Chi-square tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point estimate
Pearson Chi-square	4.614 <sup>a</sup>	5	.465	.462		
Likelihood ratio	6.674	5	.246	.314		
Fisher's Exact test	4.867			.399		
Linear-by-Linear Association	.579 <sup>b</sup>	1	.447	.485	.247	.040
N of valid cases	262					

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.02.

b. The standardized statistic is -0.761.

Source: Compiled from the results of the questionnaire survey

#### 4.3.3. Family Capital and the Type of Ideal Work

The results of the analysis of family capital and the ideal unit of work type are shown in Table 4, there are 4 cells with a theoretical frequency of less than 5, more than 20% of the theoretical frequency  $<5$ , and a minimum expected count of 0.77, so look at the results of Fisher's Exact Test, that is, the value of Fisher's exact test is 2.408, the P value is 0.898, and the  $P > 0.05$ , therefore, this indicates that the difference between the degree of family capital and the type of ideal work unit for college students is not statistically significant. It can be seen from the cross-table that whether it is a college student with high family capital or a low family capital, both of them are inclined to the state organs for the choice of work type, followed by public institutions and state-owned enterprises. As a result, there is less correlation between the different levels of household capital and the type of ideal workplace for college students.

Table 4: Chi-square tests

	value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point estimate
Pearson Chi-square	1.902 <sup>a</sup>	6	.928	.942		
Likelihood ratio	1.843	6	.934	.958		
Fisher's Exact test	2.408			.898		
Linear-by-Linear Association	.013 <sup>b</sup>	1	.910	.922	.471	.039
N of valid cases	262					

a. 4 cells (28.6%) have expected count less than 5. The minimum expected count is 0.77.

b. The standardized statistic is 0.113.

Source: Compiled from the results of the questionnaire survey

#### 4.3.4. Family Capital and Acceptable Minimum Wage Levels

The results of the analysis of family capital and minimum wage levels are shown in Table 5, with 1 cell with a theoretical frequency of less than 5, a minimum expected count of 2.05, fisher's Exact Test value of 11.472, and  $p < 0.05$ , indicating that the difference between the degree of family capital and the minimum wage level acceptable to college students is statistically significant. Most of the people with low family capital can accept the minimum wage level of 3500-4500 yuan, while most college students with high family capital can accept the minimum wage level one level lower than the family capital, which is 4500-5500 yuan.

## 5. Conclusions and Implication

### 5.1. Conclusions

#### 5.1.1. Family Capital of College Student

The results of the research show that the majority of college students' families have lower-middle levels of economic capital. In family social capital, the vast majority of the political affiliation of college students' parents is the masses, most of their parents' work is farming, and most of the students have fewer family contacts and fewer resources for job search help. The family cultural capital of college students shows that the education level of their parents is mainly junior high school, and the number of books in the home of college students is generally small, but most of their parents will pay attention to current affairs and politics.

*Table 5: Chi-square tests*

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point estimate
Pearson Chi-square	12.157 <sup>a</sup>	5	.033	.032		
Likelihood ratio	12.089	5	.034	.039		
Fisher's Exact test	11.472			.038		
Linear-by-Linear Association	2.242 <sup>b</sup>	1	.134	.143	.074	.013
N of valid cases	262					

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 2.05.

b. The standardized statistic is 1.497.

Source: Compiled from the results of the questionnaire survey

#### 5.1.2. Employment of College Student

Most of the families with high capital will choose to continue their studies in the country after graduating from college, while those with low family capital will choose direct employment. For ideal places to work, most college students with high and low family capital choose coastal open cities and special economic zones. In terms of the ideal type of work, whether it is a college student with high family capital or a low family capital, state organs, public institutions, and state-owned enterprises have become their main choice. Nearly half of students value financial income when choosing a career. Among the expectations of an acceptable minimum wage, the higher the level of institutions at which a university student attends, the higher the minimum wage level they receive. Most college students who start their own business are recognized, college students believe that the most effective way to find a job is mainly campus job fairs, more than half of the students believe that the most important factor affecting employment is professionalism, and they mainly follow their own opinions in making decisions

#### 5.1.3. The Impact of Family Capital on the Employment of College Students

Overall, different family capital of college students have an impact on college student employment. There are significant differences in the choices and minimum wage level after graduation among college students with different levels of family capital, while there is no significant difference between family capital and ideal work places and ideal work types. For the choice of ideal work location, whether it is college students with low family capital or high family capital, they tend to coastal open cities and special economic zones, but college students with high family capital are more inclined to coastal open cities and special economic zones than those with low family capital. For the ideal type of work, college students are inclined to work in state organs, public institutions, and state-owned enterprises.

### 5.2. Implication

#### 5.2.1. The Government Should Improve the Relevant Employment Policies

In order to promote the employment of college students, the state should improve relevant policies, promote the improvement of the socialist market economic system, and promote fair employment. First of all, the government should pay more attention to college students with low family capital, establish a fair and just compensation mechanism [14], and provide them with some employment policies and preferential policies to increase employment opportunities. Second, it is necessary to break the traditional household registration restrictions, create a fair employment environment, and make regional



differences no longer become a “stumbling block” for college students’ employment. The government also needs to improve the recruitment and examination supervision mechanism of various state organs and institutions to create a fair, just and orderly competitive employment environment for participants.

The study found that at present, college students tend to go to economically developed areas, while only a few college students are willing to work in rural and remote areas. The government should adopt preferential policies, provide economic support, encourage college students to actively return to rural employment and entrepreneurship, and provide broad prospects for the development of college students working in rural areas.

### **5.2.2. Universities Should Play the Leading Role and Improve the Employment Platform**

First, universities should improve the school employment platform, jointly recruit enterprises to hold large-scale employment double selection, unify the platform for releasing employment information, push recruitment information at fixed points, and provide rich employment information. Second, schools should strengthen the career planning education of college students, systematically set up career planning courses, and develop or use existing career assessment tools to help students accurately locate them. Third, schools should also increase practical teaching links, provide professional internship opportunities, and improve students' professional practice ability. Third, it is also necessary to provide customized job search training for college students, improve the skills of applying for employment, and open career consulting services to help students solve the confusion. Fourth, schools can build a platform for independent entrepreneurship, conduct entrepreneurship education, and provide a learning platform and practice platform for students who are willing to start their own businesses.

### **5.2.3. College Students should Improve Their Employment Confidence and Enhance Their Personal Capital**

In the job market, the competition between job seekers is a comprehensive competition of human capital, personal capital and family capital. College students can take the initiative to inform the school employment department of the employment difficulties they are currently facing, and they must actively accept the job search training provided by the job center. In terms of obtaining employment information, students should be good at using the school's resource platform, actively understand employment opportunities, search for employment information extensively, achieve diversified job search, improve personal test-taking skills through learning and training, and create more opportunities for themselves to find jobs. College students can accumulate their own human capital, strive to enhance their personal capital, improve their personal employment quality and professional knowledge level, actively participate in social practice to improve their interpersonal skills, and enhance their employability.

## **Acknowledgements**

This research was supported by Tianjin Municipal Education Commission Scientific Research Program Project (Research on profession identity of social worker, 2019SK018); Educational Reform Project of Tianjin Agriculture University (Research on the major identity cultivation path of undergraduate students majoring in human resource management, 2021-A-67); National Education Science “13th Five-Year Plan” project (Research on the job crafting of the new teachers of universities, DIA160342)

## **References**

- [1] Bourdieu P. (1986) *The forms Of Capital*. New York: Greenwood Press.
- [2] Bourdieu P. (1977) *Outline of Theory of Practice*. Cambridge: Cambridge University Press.
- [3] Coleman, J. (1988) *Social Capital in the Creation of Human Capital*. *American Journal of Sociology*, (94):95-120.
- [4] Gao Y, Liu Z.M. (2012) *Human Capital, Family Capital and Employment Cognition of College Students: An Empirical Study Based on 20 Colleges and Universities in Jiangsu Province* *Journal of Education, Chinese Min University*, (02):128-145.
- [5] Li C.N., Liu X.X. (2012) *A Preliminary Study on the Influence of Rural Family Capital on the Success or Failure of Children's Education*. *Science and Education Journal (First Issue)*, (03):20-21.
- [6] Ma Y.P. (2014) *The Perspective of Family Capital: The Social Support Role of College Students' Employment*. *Education and Teaching Forum*, (26):86-88.
- [7] O'Higgins N. (2002) *Government Policy and Youth Employment*. Paper prepared for the World

*Youth Summit to be held in Alexandria, Egypt, 2:7-11.*

[8] Yano M. (1997) *Higher education and employment [J]. Higher Education, 34(9):19-214.*

[9] Tang, G.Y. (2016) *Reflections on Improving the Employability of Higher Vocational College Students under the New Normal [J]. Journal of Southwest Jiaotong University (Social Science Edition), 17 (01):36-40.*

[10] Granovetter, M. (1973) *The Strength of Weak Ties. American Journal of Sociology. (8): 1360-1380.*

[11] Lin N. (2002) *Social capital: A theory of social structure and action. Cambridge: Cambridge university press.*

[12] Gao, Y., Liu, Z. M., Fang, P. (2012) *The Effect of Human Capital on the Quality of Primary Employment of College Students: An Empirical Study Based on 2010 Online Survey Data. Educational Sciences, 28 (02):77-85.*

[13] Yang, W.Y. (2013) *The Influence of Family Background on Job Search Pathways for College Graduates. New West (Theoretical Edition), (12):127-128.*

[14] Wang, L. (2017) *Study on the Influence of Psychological Capital and Family Capital on College Students' Employment Tendency. Harbin: Heilongjiang University.*