

# Research on the Employment Ability of College Students Based on SCT Model

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**Abstract:** This study focuses on the key issue of college students' employability and introduces the SCT model for in-depth analysis. By elaborating on the connotation and elements of the SCT model, the study analyzes the current status of college students' employability in terms of professional skills, communication and collaboration, and career planning. Based on the SCT model, strategies are proposed to enhance the employability of college students from the perspectives of strengthening self-efficacy, optimizing expected outcomes, and improving environmental factors. The aim is to provide useful references for alleviating the employment difficulties of college students and promoting the improvement of employment guidance work in universities.

**Keywords:** SCT model; College student; Employability; Self efficacy

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## 1. Literature review

With the prominent issue of college students' employment, there has been an increasing amount of research on their employability based on various theoretical models, among which the SCT model has shown unique value in related studies. Many scholars have used the SCT model to analyze the influencing factors of college students' employability. In terms of environmental factors, research has found that macroeconomic conditions, employment policies, and other factors have a significant impact on the employment opportunities of college students. For example, during periods of economic prosperity, there is an increase in job opportunities, and college students face a broader employment environment, while during periods of economic downturn, the opposite is true. At the same time, the micro-level family background and school atmosphere should not be underestimated. The social network of families may provide more employment information and potential opportunities for college students. The completeness of employment guidance services provided by schools, the rationality of professional settings, and the campus cultural atmosphere all affect college students' cognition and behavior towards employment.

Research on individual behavioral factors shows that the level of initiative, information-gathering ability,

and participation in internship practices of college students in the job search process are closely related to their employment outcomes. College students who actively collect recruitment information and participate extensively in internships and practical activities are often more likely to obtain satisfactory jobs. This is because these behaviors can increase their employment experience and skills, while also making them more competitive in the job market. At the individual cognitive level, self-efficacy and expected outcomes are the focus of research. According to relevant literature, college students with high self-efficacy are more confident in facing employment challenges and exhibit more proactive behavior in the job search process. This positive self-awareness will encourage them to better showcase their abilities and strengths. In terms of expected results, college student's reasonable expectations of employment outcomes can help them develop more suitable job search strategies. If expectations are too high or too low, it may lead to unreasonable job-seeking behavior, such as excessive pursuit of unrealistic positions or missing suitable opportunities.

In addition, previous studies have explored strategies for enhancing the employability of college students based on the SCT model. In terms of enhancing self-efficacy, scholars propose to improve college students' self-efficacy through successful experience sharing, role model demonstration, and targeted training and counseling. Optimizing the expected results requires improving employment guidance courses, providing more accurate job market information, and analyzing career development paths. Improving environmental factors includes strengthening cooperation between schools and enterprises, optimizing communication between families and schools, and creating a positive social public opinion atmosphere.

In summary, previous research based on the SCT model has laid a solid foundation for the study of college students' employability. However, there is still room for further research on how to more accurately quantify the impact of these factors and how to form more operational improvement strategies.

## **2. Interpretation of the SCT model**

### **2.1. Basic elements of the SCT model**

The SCT model mainly includes three core elements: environment, behavior, and personal cognition. Environmental factors include the macro environment of the social employment market, such as employment policies and economic conditions, as well as the microenvironment in which college students live, such as family background and school atmosphere. These environmental factors provide opportunities and limitations for college students' employment. Behavioral factors refer to various actions taken by college students during the employment process, such as attending job fairs, submitting resumes, interviews, and so on. Personal cognition encompasses aspects such as self-efficacy and expected outcomes. Self-efficacy is the ability of college students to judge their ability to complete specific employment behaviors, while expected outcomes are the expectations of the possible outcomes of these behaviors.

### **2.2. The interaction between elements**

Environmental factors have a significant impact on behavior and personal cognition. Good employment policies and an active economic situation may encourage college students to actively participate in employment activities while enhancing their self-efficacy. The results of behavior will be reflected in personal cognition and environmental perception. For example, a successful interview experience can enhance college students' self-efficacy and may lead them to have a more positive view of the job market environment. Personal cognition can

also affect behavior, and college students with high self-efficacy are more likely to actively participate in job competitions.

### **3. Analysis of the current situation of college students' employment ability**

#### **3.1. Lack of professional skills**

Currently, some college students have a poor grasp of professional knowledge and have only a partial understanding. In terms of practical skills, there is a lack of sufficient training. Many university courses are disconnected from actual job demands, making it difficult for college students to meet the professional skills requirements of enterprises after entering the job market. For example, engineering students may be unfamiliar with practical engineering project operations, while humanities students may not be able to effectively apply their theoretical knowledge in practical application scenarios.

#### **3.2. Lack of communication and collaboration skills**

Communication and collaboration skills are essential skills in modern workplaces. However, college students have shown significant shortcomings in this regard. In classroom discussions, group assignments, and other scenarios, some college students are unable to express their views clearly and accurately, and also find it difficult to collaborate effectively with their classmates. In the job search process, this deficiency is particularly evident in the interview stage, such as the inability to interact well with the interviewer, the inability to demonstrate one's potential for teamwork, and the resulting loss of employment opportunities.

#### **3.3. Lack of awareness of career planning**

Most college students lack clear career plans. During their university years, they did not have clear learning and development goals and were unclear about their future career direction. Approaching graduation, hastily preparing for job hunting, lacking understanding of the requirements and development paths of different professions. This blindness makes them prone to going with the flow in their employment choices, unable to combine their advantages with career needs and reduces the success rate and satisfaction of employment.

### **4. Strategies for enhancing the employability of college students based on the SCT model**

#### **4.1. Measures to enhance self-efficacy**

##### **4.1.1. Universities and society should increase the dissemination of successful employment cases**

Successful employment cases with similar backgrounds to students can be displayed through campus websites, school newspapers, and other channels, detailing their job search process and experience. At the same time, alumni sharing sessions will be held to invite alumni from different industries and positions to return to school and share their successful experiences, allowing college students to gain confidence and inspiration from them.

##### **4.1.2. Carry out diversified simulated job search activities**

Establish a dedicated simulation job search laboratory to provide students with realistic job search scenarios. In the simulated interview stage, professional human resources experts and corporate interviewers are invited as judges to provide students with detailed and targeted feedback. By conducting multiple simulated training sessions,

students can enhance their confidence in real-life job search scenarios.

## **4.2. Ways to optimize expected results**

### **4.2.1. Improve the career guidance curriculum system**

The course content should include a detailed industry analysis, a job introduction, and an explanation of career development paths. Invite enterprise human resources managers and industry experts to participate in course design and teaching, providing college students with the latest and most accurate industry information. For example, for popular industries such as the Internet and finance, the skill requirements, promotion paths, and salary levels of different positions are introduced in detail.

### **4.2.2. Expand enterprise experience activities**

Organize college students to visit enterprises for short-term visits, internships, and practical projects. During the process of enterprise experience, college students can gain a deep understanding of the operation mode, job responsibilities, and career development prospects of the enterprise. Through this firsthand experience, college students can more accurately evaluate the potential outcomes of their employment behavior, thereby optimizing their expected results.

## **4.3. Strategies for improving environmental factors**

### **4.3.1. Deepen cooperation between universities and enterprises**

Universities should actively establish long-term and stable cooperative relationships with enterprises, jointly establishing internship bases and employment recommendation platforms. Internship bases should cover enterprises of different industries and scales, providing rich internship opportunities for college students. The employment recommendation platform should timely release recruitment information of enterprises and make accurate recommendations based on the needs of enterprises and the characteristics of students.

### **4.3.2. Create a positive campus employment culture atmosphere**

Organize diverse employment activities, such as large-scale job fairs, small-scale industry-specific job fairs, employment guidance lectures, and so on. Job fairs should invite companies from different levels and fields to participate, providing a wide range of employment options for college students. Career guidance lectures should cover job-seeking skills, career planning, workplace etiquette, and other content to improve the comprehensive employment quality of college students.

## **5. Conclusion**

By using the SCT model to study the employability of college students, the study has gained a clear understanding of the current situation and existing problems in their employability. The improvement strategy proposed based on the SCT model provides feasible directions for enhancing the employability of college students from the aspects of strengthening self-efficacy, optimizing expected results, and improving environmental factors. This is of great significance for universities to improve their employment guidance work, for college students to enhance their competitiveness in employment, and for society to alleviate the employment pressure on college students. It helps promote college students to better adapt to changes in the job market and career development needs.

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## Disclosure statement

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