



**RESEARCH ON THE CURRENT SITUATION OF EMPLOY ABILITY OF
BUSINESS ADMINISTRATION MAJORS UNDER THE BACKGROUND OF
COVID-19 EPIDEMIC IN 2020**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY**

2021



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BUSINESS ADMINISTRATION MAJORS UNDER THE BACKGROUND OF
COVID-19 EPIDEMIC IN 2020**

Thematic Certificate

To

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This Independent Study has been approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in International
Business Management

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ABSTRACT

Title: Research on the Current Situation of Employability of Business
Administration Majors Under the Background of COVID-19
Epidemic in 2020
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29 / 3 / 2022
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Around the Spring Festival in previous years, most college students don't use the winter vacation time to participate in internships, or social practical activities. Many students are considering the graduation season in June to determine their employment direction. In 2020, a new corona virus disrupted everything. Originally, there would be many job fairs on campus in March and April for graduates and graduate students seeking employment. I training would be provided for some on-campus interns for major companies. This experience was very important for students majoring in business administration because during this period it is easy to find the right job opportunities and there are more choices.

Due to the epidemic, major companies have gradually suspended work. Graduate students and college students who are about to graduate in business administration, and students who want to participate in internships during the Spring Festival have changed their plans. Businesses should analyze and improve how college students of various majors can be offered more job opportunities in the context of the COVID-19 without delaying their graduation. During the summer, they can also choose a job or internship that they want.

Colleges and universities should be guided by the needs of social development and employment, encourage and guide college students' online employment, propose a rational view of the relationship between college enrollment expansion and college students employment, and acknowledge college students difficulties in obtaining employment. This research was based on theoretical considerations and developed previous related research.

The data was collected through stratified sampling techniques of 200 business administration students and upcoming graduates from a university in Taiyuan, China, and analyzed using ordered least squares (OLS) regression. For predicting the key factors that affect the job satisfaction of business administration graduate students, the analysis found that rewards, recognition and teamwork were positively related to job satisfaction. Rewards were the most important factor, which mean the organization providing employees with better remuneration or salary have a significant impact on employee job satisfaction. In addition, the author found that education also had an important impact on the job satisfaction of graduate students majoring in business administration. OLS regression analysis showed that employees with higher education levels had higher job satisfaction than those with lower education levels. Additionally, foreign business administration graduates and domestic business administration graduates were more concerned about work, thought, behavior, and the mood of urgent need for work was different. Foreign graduates of business administration were not used to it when they returned to the country, and coupled with the epidemic, job hunting has been put down, making their hearts more anxious, while domestic business administration graduates have passed job fairs. This research award to bring more contributions to some students who are about to graduate, especially those with the same major as the author, to find their own jobs after the epidemic is controlled.

Keywords: Business administration students; graduate employability; COVID-19



摘要

题目：2020年COVID-19疫情背景下工商管理专业学生就业现状的研究

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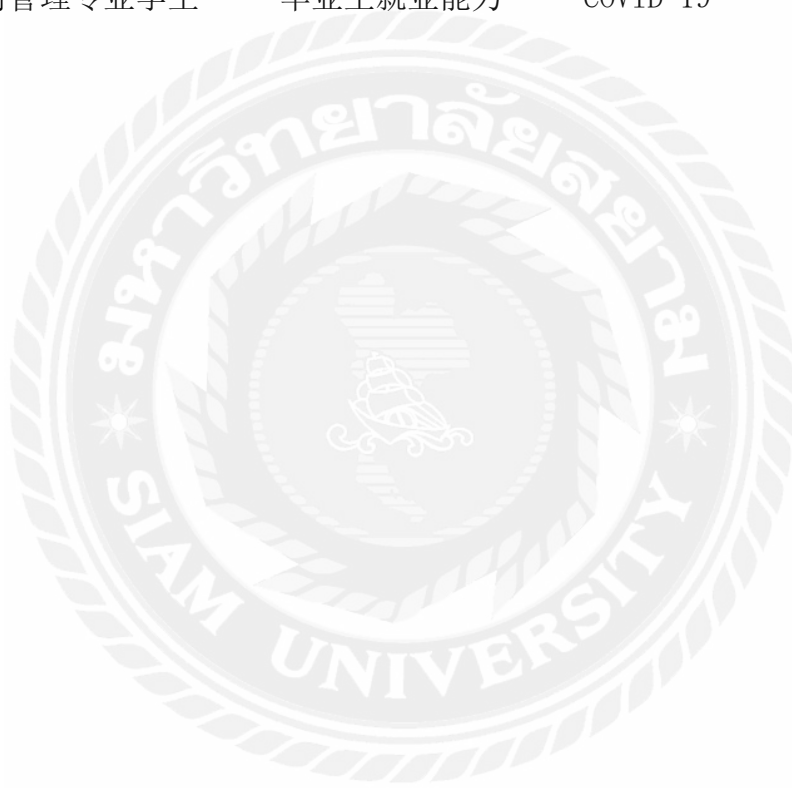
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29 / 3 / 2022

按照往年春节时期，大部分的大学生在在这段时间不是会利用寒假的时间去参加实习，就是去参加和开展一些社会实践活动，还有很多学生在考虑六月份的毕业季应该确定其就业方向，但是在2020年，因为一场新冠肺炎疫情打乱了所有的情况，这一切的都开始发生变化，原本在三四月份校园会开设多次招聘会，主要针对毕业求职的大学生、研究生的，并且他们会提供给各大企业一些在校实习生进行培训，下面这些对于工商管理专业的学生来说非常重要，因为在这段时期很容易能够找到对口的就业机会，并且选择性也更多，但是因为疫情的缘故，各大企业逐渐停工，原本即将毕业的工商管理类专业研究生、大学生，以及想要在春节时期想要参加实习的学生都因此而改变了计划因此在这种情况下更应该进行分析提高在新冠状肺炎疫情背景下各专业的大学生如何能够拥有更多的就业机会，并且不会耽误其毕业，暑期还可以选择到了自己想要的工作或实习。高校应当以社会发展需求和就业需求为导向，鼓励和引导大学生的线上就业，提出要理性的看待高校扩招与大学生就业间的关系以及大学生就业难的现状。本文是基于理论上的考虑，在此基础上发展了以往的相关研究。该数据是通过对中国太原的某家大学的工商管理专业学生和即将毕业生进行分层抽样技术收集的，并使用有序最小二乘（OLS）回归进行了分析。对于预测影响工商管理专业研究生对于哪些工作满意的关键因素，分析发现奖励，表彰和团队合作与研究生刚毕业找到的工作满意度成正相关。奖励是最重要的因素，这意味着组织为员工提供更好的报酬或薪水将对员工的工作满意度产生重大影响。实际上作者发现教育对工商管

理专业研究生的工作满意度也有重要影响。OLS回归分析表明，受教育程度较高的员工比受教育程度较低的员工具有更高的工作满意度，另外国外的工商管理专业毕业生和国内工商管理专业毕业生对于工作、思想、行为和急需工作的心情不同，国外工商管理专业的毕业生由于刚回国还没有习惯，再加上疫情，导致找工作的事情放下，使得内心会更焦虑，而国内工商管理专业毕业生，有通过招聘会等获得机会。本文通过本次研究，希望能给即将毕业的一些学生，特别是跟笔者一样的专业的学生，能给在疫情控制后找到自己的工作，带来更多贡献。

关键词：工商管理专业学生 毕业生就业能力 COVID-19



ACKNOWLEDGMENTS

First of all, I am very honored to be able to pursue postgraduate studies in this school. I would like to thank all the teachers for their tireless teaching during my study, thank the school for training us, thank the teachers for their teaching, and thank the teachers for their enthusiasm Service and help, thanks to the support and friendship of my classmates, which enabled me to reorganize my scattered knowledge system through this period of study, and be able to apply what I have learned and put it into work.

Secondly, I am very grateful to my supervisor, Mr. Zhang Li, who took the trouble to discuss the research direction of the thesis with me when opening the thesis, and gave me careful guidance and suggestions for revising the thesis. After repeated investigation and polishing, I finally submitted my paper. After being approved by the teacher, I continued to modify and improve it until I was satisfied. It can be said that this process is worthy of my lifetime and it also left me with valuable experience. I would also like to thank all the classmates and friends who have helped me for solving many problems in my study. Of course, I also want to thank my family. Without their strong support, I cannot study at ease anyway.

Finally, I want to thank many of my classmates who have given me a lot of help during so many years of study. Whether it is a case study or a group discussion, we all learn from each other and make progress together.

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1. INTRODUCTION

This chapter shows that since 2020, COVID-19 has brought severe threats to people's health and seriously hindered socio-economic development. Therefore, in this context, the "employment predicament" of college students highlights the background and significance of this research. Provide a reference for the current and future employment ideas for college students in particular periods.

1.1 Research Background

In this year, the COVID-19 pandemic has led to a large amount of employees globally bound to work remotely, such as Asia, Europe, Africa, America, etc. Especially during the COVID-19 period, the whole world is affected. At the end of 2019, COVID-19 ravaged China. Following the requirements of the Party Central Committee and the State Council for scientific prevention and control, precise policy implementation, and zoning and grading work arrangements for the prevention and control of the COVID-19 epidemic, and in light of the actual needs of the prevention and management of the COVID-19 epidemic, local governments implemented extended measures. A series of steps such as the Spring Festival holiday, the postponement of the spring school start, the cancellation of mass gatherings, the delay of the birth of construction, the restriction of transportation, the strict inspection and control of outsiders, the strict management of community access, the dynamic management and information sharing of key monitoring personnel, and disinfection. The effect is pronounced, and the COVID-19 epidemic has been controlled. However, the job market has been seriously affected, making the employment situation of master graduates from colleges and universities who had difficulty finding jobs even more severe.

As one of the critical indicators of the quality of postgraduate training and development, the actual situation of postgraduate employment has attracted more and more attention. At present, the existing research on the employment situation of college graduates is mainly concentrated on undergraduate graduates, less focused on the group of master graduates, and systematic analysis of the employment status of master graduates is even rarer. The 2017

Annual Report on the Employment Quality of College Graduates Directed by the Ministry of Education shows that the employment rate of master graduates in some regions is lower than that of undergraduates. This phenomenon is not accidental, and the reason is worth pondering. In addition, the impact of the COVID-19 epidemic this year has put a lot of pressure on employment, making this anomaly more and more prominent. Based on the 2017 annual report on the employment quality of graduates from colleges and universities directly under the Ministry of Education, we integrated the employment-related content displayed by 42 typical colleges and universities. We analyzed the employment rate, employment rate, and employment rate of master graduates who were employed and awaiting employment under the prevention and control of the COVID-19 epidemic. From the employment destination, employment mentality, contract situation, employment area, and other information, it is concluded that the employment status of master graduates has the following appearances:

The employment stock has decreased, while the number of people demand has grown. Due to the impact of the COVID-19 epidemic, some industries in the tertiary sector have closed down. Some practitioners' subjective willingness and objective flow rate in these industries have declined. Due to the uncertainty of the duration of the COVID-19 epidemic, people will reconsider Choosing a career. Some people who originally planned to go out for work may suspend going out to work, which negatively impacts the employment of secondary industries such as manufacturing. Of course, this is only a short-term negative impact on employment and the economy. After the COVID-19 epidemic is over, activities such as employment and the economy will recover quickly.

The year-on-year increase in enrollment at universities is generally in line with the demand for talent in the rapid development of society and dramatically facilitates the dissemination of higher education. However, increased college enrollment also has the disadvantages of overlapping professions, poor quality of college students, and incompatibilities with the demand for social talent. At the same time, social change and economic growth patterns are causing fundamental changes in China's labor market.

"Employment is the foundation of people's lives," said Jiang Zemin. "The expansion of employment and the promotion of reemployment are the whole of reform, development and

stability, improvement of people's living standards, and long-term stability. It is not only a major economic issue but also a major issue. "Employment is the foundation of people's lives. The employment of college students is closely related to the important interests of college students and thousands of households and the long-term stability of the country and society. Professor Hu Angang also pointed out. Since my country is the most populous globally, our successive governments should always prioritize the solution of three basic development problems: food, employment, and pensions. The employment situation in China is extremely fierce, employment competition is becoming fiercer, and it can be called the "world's largest employment war." The employment problem has become the most significant issue for Japan's economic development.

The effects of COVID-19 and other external factors and the college students' traditional career choices and behaviors also severely limit the college student's employment process and lead to the problem of a college student's "employment difficulties." Solving the issue of "employment difficulties" for college students is a long-term, intricate and complex systematic project that requires the joint efforts of society, government, schools, employers, and families. At the same time, college students themselves need to make corresponding adjustments to change their career choices and behaviors to meet their social development needs.

During the social transformation, reforms in all aspects of society have provided college students with unprecedented opportunities and have influenced college students' romantic concepts. Under the influence of the market economy, the idea and behavior of college students' career choices are gradually forming a new system. However, this system is more sophisticated and vibrant than the old career choice concept and behavior. We can't say that the old idea of career choice has wholly disappeared and collapsed, but it exists to some extent and limits college students' career choice concept and behavior. Therefore, guiding college students to establish the right idea and behavior of career choices is one way to solve the problem of college students' employment difficulties. The employment area has apparent characteristics of direct employment where the school belongs, even more than the attraction of master graduates in developed regions. For example, most graduates from western universities choose to find jobs in the West region. In contrast, the employment areas for

graduates from eastern universities are mainly concentrated in eastern cities.

In particular, major cities such as Beijing, Shanghai, Guangzhou, and Shenzhen have become areas with relatively more employment options for graduates of master's degrees. The relatively underdeveloped regions of the third and fourth tiers have relatively few choices. The employment destination is relatively simple, preferring direct contract employment and further studies for a doctoral degree. The proportion of going abroad (going abroad) is also relatively high, while the balance of challenging and innovative, flexible employment is the least. The ratio of pending work is increasing year by year.

Party and government agencies, institutions, schools, and enterprises are the central contracting units for graduates of master's degrees to choose employment. In contrast, other contracting departments account for less than 20%. If the university is a medical institution or has a medical school, the proportion of master's graduates signing up for medical and health care units is high. Medicine majors and maternal; on the other hand, it also reflects that the jobs of these university graduates with medical majors are very consistent with their majors.

The number of master graduates is mainly concentrated in comprehensive universities. Postgraduate education is the highest level of higher education in my country, which directly reflects the status of my country's training of high-level talents. To seek development and improve comprehensive competitiveness, local comprehensive universities pay more attention to the quality and quantity of postgraduate training. For a comprehensive university with weak school-running strength and a combination of local management, the graduate students' quality will decline. Therefore, batches of graduates are trained in complete quality, academic, and professional levels. This results in a specific gap in the quality and employment rate of master graduates from different universities, and the employment rate is not proportional to the school's comprehensive ranking.

According to the relevant survey data, the reasons for the difficulty in finding employment for master's graduates are as follows:

The COVID-19 epidemic has directly impacted tertiary industries such as transportation and storage, catering, tourism, postal services, wholesale and retail, and social services. This impact has caused group demand contraction and supply shortage, especially the effect on large, medium, small, and micro-enterprises that absorb the main force of employment,

resulting in a sharp rise in unemployment and a severe reduction in the current stock of jobs.

On the one hand, with the outbreak and escalation of the overseas COVID-19 epidemic, the demand in the international market has shrunk sharply, which has brought about a significant reduction and cancellation of foreign trade orders recently, which has led to the production and operation of secondary industries such as manufacturing and construction. It will inevitably bring some employment challenges if it is difficult to maintain. On the other hand, various regions have implemented two-way control to control the spread of the COVID-19 epidemic. Travel between regions has been restricted. Most enterprises and institutions have postponed or suspended ground recruitment activities, reducing recruitment positions. The current recruitment positions are For 68% of the same period last year, the difficulty in finding employment for fresh graduates has increased, and the pressure on the job has increased.

The continuous expansion of the enrollment scale of postgraduates has increased the employment pressure. This enrollment expansion has changed the public's understanding, making postgraduate education regarded as mass education from an elite education. The quality of education has also declined, which will lead to a mismatch between highly educated talents and required talents to a certain extent. In addition, the employment plans of many enterprises and institutions have gradually loosened the requirements for academic qualifications in terms of restrictive conditions. Now, more emphasis is placed on the comprehensive quality of graduates. In the past, only postgraduates were gradually replaced by undergraduates, which increased the employment pressure of postgraduates.

The training model of colleges and universities has not been closely linked with the market demand. The master-level courses and training programs set up tend to impart theoretical knowledge but lack the practical ability and social adaptability. The employment guidance of most colleges and universities is not perfect, especially the employment guidance for postgraduates is neglected. In addition, the enrollment of postgraduates is expanded, the number of postgraduate tutors is insufficient, and the academic level, teaching ability, and social practice ability of tutors are also limited, so each postgraduate cannot be considered.

Master students cannot have an objective and comprehensive understanding of their professional technical level and employability. In this way, there will inevitably be

overconfidence and blind arrogance, who often overestimate their abilities, despise the job requirements provided by employers, are picky about jobs. It can never find a position that satisfies oneself. I missed a lot of career opportunities. Remote areas and third- and fourth-tier cities are places where highly educated talents are urgently needed, and these places are suitable for the development of graduate students' abilities. Still, most people are unwilling to go or choose. This situation has led to today's results.

First of all, in the context of the epidemic, some companies are facing greater production and operation pressures, and have successively cancelled their recruitment plans for 2020 or reduced the number of talent recruitment in 2020. At this stage, it can be found that many companies in the construction industry and real estate industry are in a state of suspension, while the hot film industry, tourism and catering industry in previous years are all facing. With a bleak prospect and strategic adjustments, many companies have drastically reduced their labor costs. This situation has led to major changes in the graduate employment environment of business administration students. Many professional students are not strong enough to be employed and cannot survive smoothly.

Secondly, the recruitment cycle is extended. Faced with the development and changes of the epidemic in February, March, and April of 2020, some companies' original spring recruitment plans have been cancelled, and the new recruitment time and arrangements have not been clearly proposed; some companies have readjusted recruitment prevention, and of companies have launched a pre-booked entry plan for college student interns. This is undoubtedly worse for college students majoring in business administration. Some students lack self-employment ability. If enterprises under the "school-enterprise cooperation" continuously adjust their recruitment plans, students will face a more complex employment environment, and some students lack the ability to adapt. Shortcomings such as insufficient practical ability and lack of practical experience are fully exposed.

Finally, the form of recruitment changed. For college students majoring in business administration in the new era, employ ability not only refers to students' professional knowledge and skills, comprehensive literacy and professional ethics, but also includes college students' ability to integrate market information, ability to control industry dynamics, ability to develop and utilize employment resources. During the epidemic, some large

companies still held talent recruitment meetings as originally planned in order not to affect their talent reserve plans, and adjusted the original market recruitment to online recruitment. However, in the process, they found Many college students are unable to make full use of the employment opportunities of “online recruitment” and fail to fully reflect their professional employment advantages in short-term videos, thus missing employment opportunities. This is also a concrete manifestation of the lack of employ ability of college students.

1.2 Research significance

Based on the above questions, this article combines the research results of academia to get practical conclusions. The research significance of this article will be expounded from two aspects: theory and practice.

Theoretical significance

To solve the problem of college students’ employment difficulties, first of all, it is necessary to clarify the cause of the problem from the perspective of understanding or theory. This article analyzes the employment situation of colleges in both historical and practical dimensions, from the perspective of the dual segmentation of the labor market. It expounds the impact of college enrollment expansion on the employment of college students, sorts out the relationship between the two objectively, and enriches the understanding of the relationship between college enrollment expansion and college students’ employment.

Practical significance

The business administration major is one of the important majors in the Department of Management. It mainly combines the theories of sociology, economics and management to study the use of modern social management methods to create operating benefits for enterprises and improve the scientific nature of corporate decision-making. It can be said that students majoring in business administration are important talents who provide services for the development of social enterprises. However, an epidemic has affected the internship activities and employment plans of professional college students, and college students are facing severe employment pressure. In response to these situations, colleges and universities must give full play to their educational functions and school-running characteristics, and

adjust the direction of talent training in accordance with the market demand under the epidemic; they must also strengthen school-enterprise cooperation, increase enterprise cooperation, and carry out "online recruitment" and "online recruitment". Activities such as "Internship Communication" improve the employability of college students and provide a strong guarantee for the graduate employment of business administration majors.

1.3 Research objective

Just because COVID-19 is raging worldwide, the economic development of all countries in the world has been affected to varying degrees. The substantial economic turmoil has forced companies to lay off employees, and many people have lost their jobs. The employment problem has become a common focus and concern of all countries.

According to the Ministry of Personnel statistics, there were more than 5.6 million college graduates nationwide in 2019, and about 4.8 million unemployed college graduates accumulated in the past two years. The employment of college students has always been an old problem. Due to the impact of COVID-19, the employment situation of college students has become increasingly severe. The effects of COVID-19 on the employment of college students is mainly reflected in the following aspects:

1. COVID-19 has reduced employment opportunities, making it even worse for college students. Most of the industries affected by COVID-19 are modern industries determined by the industrial structure. However, these industries are closely related to the employment of graduate students after graduation, study abroad, and employment of other college students. The slowdown of industrial development has reduced employment opportunities, and the growth of employment positions has been slow, which has the most significant impact on the employment of college students.

2. During COVID-19, colleges and universities' talent training models and structures have been challenged. The talent training model of higher education is formed after a long period of accumulation, and especially the training cycle and fixed mode have a specific training level and structure. In this case, even if higher education institutions have timely access to the current changes in the demand for talents in society and industry, they cannot

make adjustments quickly. The sudden outbreak of COVID-19 has caused college graduates to be caught up in the flood of employment pressure before they could react.

3. COVID-19 has raised the threshold for employment, making the employment advantage of college students continue to weaken. The impact of COVID-19 on the real economy has gradually deepened. About 100,000 small and medium-sized enterprises have closed down in Jiangsu and Zhejiang, and hundreds of thousands of migrant workers have lost their jobs and returned to their hometowns. In addition, large companies are laying off staff to save costs and reduce expenses. Employers take the initiative in the job market and will continue to improve recruitment conditions. College graduates do not have any work experience advantage in applying for jobs and will be neglected by employers. At the same time, due to the unknown of the job market, it is becoming more and more difficult for college students to position themselves, and they cannot even establish self-confidence for successful employment. This is a question for higher education and an excellent challenge for college students.

The main purpose of this article is to discover the key problems faced by business administration graduates when they need to work in the organization during the epidemic, and find to improve their enthusiasm and patience. When the epidemic is basically stabilized, they will gradually resume work and open business. The sudden epidemic seems to freeze the pace of recruitment. In addition, due to the impact of the economic environment, there may be fewer hiring positions this spring. In the case of a large number of fresh graduates, the decrease in the number of positions illustrates the increase in competition. At the same time as the competition is high, the employment pressure is naturally inevitable. Many people will face the situation of "graduating and being unemployed". At this time, business administration graduates should take advantage of their fresh graduates to hear more about whether there are recruitment conferences nearby, and increase their loyalty to their workplace organizations during the job search. This article aims to investigate how business administration graduates perceive their working environment, rewards and recognition, teamwork, training and development, so as to determine their job satisfaction and help graduates to find good jobs in the year and better Understand the feelings and needs of recent graduates for work, so as to better manage the organization and enhance the positive work attitude and motivation of

graduate students in business administration.

1.4 Research questions

1. Clarify how business administration students can increase employment efficiency during the COVID-19 pandemic in 2020.
2. How to improve the problems of students majoring in business administration who have temporary employment difficulties during COVID-19?
3. How to change the employment status of students majoring in business administration and improve their employability?

1.5 Research content

This article revolves around the analysis of the employment problems of business administration students after graduation during the 2020 COVID-19 epidemic as an example and elaborates on the idea of raising questions-analyzing problems-putting forward countermeasures. The first part of this article clarifies the research background, significance, hypothetical questions, theoretical framework, etc.; the second part finds research entry points in domestic and foreign literature and conducts theoretical combing and analysis of the research objects; the third part analyzes and lists The research method used in this article. The fourth part shows SPSS analysis, and ANOVA statistical analysis software was used for structural equation model analysis to test the relationship between the various research variables. The fifth part is a summary and suggestions.

This article focuses on the 2020 business administration students how to get a job during the COVID-19 epidemic and elaborates on the idea of asking questions-analyzing problems-putting forward countermeasures. This article is divided into five parts to study. The specific content is as follows:

Chapter One gives a general introduction to the research purpose and significance of the present study and research content of the thesis etc;

Chapter Two, the main body of analyze literature collected for review;

In Chapter Three, the main research methods are listed for more visual analysis;

In Chapter Four, conduct SPSS analysis and ANOVA analysis on the questionnaire, as well as the research status;

Chapter Five, it is to research and put forward concludes for raised in chapters 3 and 4;

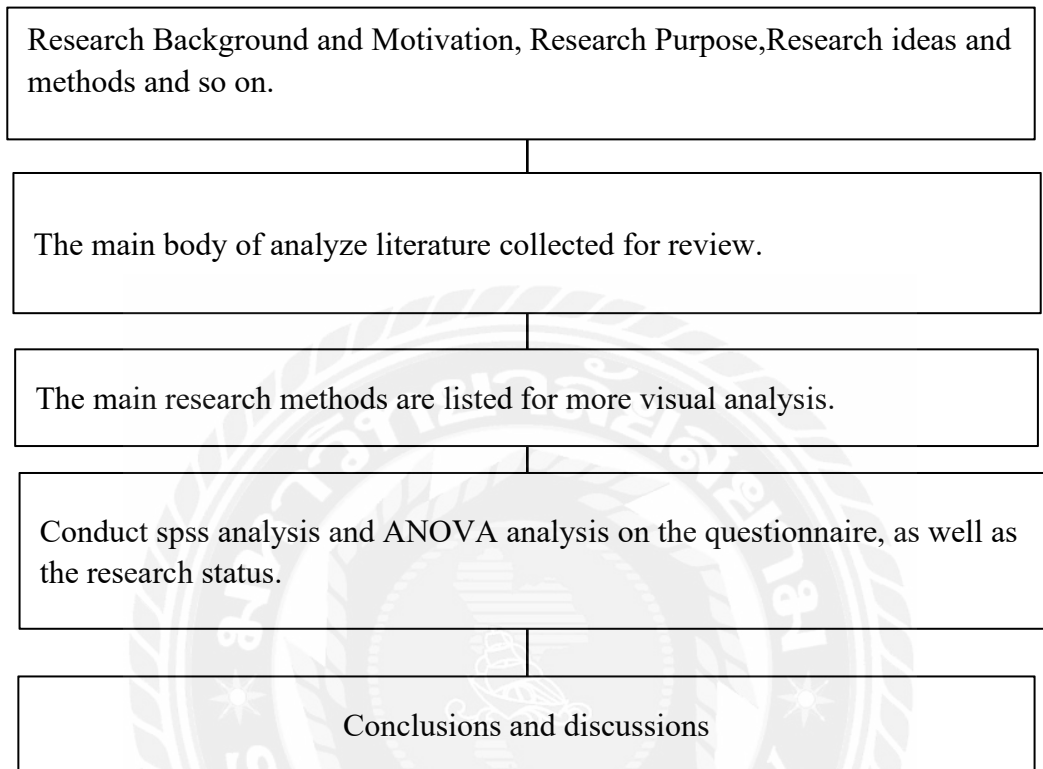


FIGURE 1-1 Technical circuit diagram

2. LITERATURE REVIEW

This chapter explains the content and ideas of the relevant literature by providing an overview of employment concepts and defining the current background. Then the hypothesis of this paper is put forward, and a literature search is carried out through the Internet to make full use of the rich theoretical support. Conduct research through CNKI, Micro spectrum, and other resource websites.

2.1 Concept definition

After graduating from the business administration major, they mainly go to large enterprises, foreign-related enterprises, etc. to conduct interviews, and can apply for economic management departments and industry management departments. Business Administration is a widely used profession. Provides a solid foundation for pursuing a Graduate Degree in Business Administration (MBA). With the advent of the era of the knowledge economy, enterprises are increasingly showing strong demand for professional business management talents. Marketing, accountant, human resources, project manager, and other positions will become the focus of future enterprise talent competition. The business administration major includes economics and management disciplines and has been a relatively popular discipline in recent years. Business Administration has always been a popular candidate for admission. According to the 2016 employment status of junior college majors announced by the Ministry of Education, the employment rate of petroleum engineering majors is $\geq 85\%$; the scale of graduates is about 10,000 to 10,000.

At this stage, most of the research literature on the employment of college students is based on macro-level research, and there are few results from the research perspectives of the student level, college categories, and specific majors. China's entry into the WTO will further promote the prosperity of the domestic market economy, foreign capital is ready to expand the Chinese market, and traditional Chinese enterprises that lack the guidance of modern management concepts will face severe challenges. The way out for them to make up for their shortcomings is to introduce talents, realize self-reform, and seek benefits from management. It has become the consensus of many large and medium-sized enterprises in China at present, and the demand for business management professionals continues to heat up.

1. Human resource management positions

In recent years, the demand for human resource managers in domestic enterprises has continued to rise. They have played an enormous role in enterprises' external strategy and internal construction. Generally, large and medium-sized enterprises have established a human resources department in charge of corporate recruitment, employee training, performance appraisal, personnel

scheduling, and other related matters. In the past, universities did not offer a specialization in human resource management, and it was only a professional course for business administration.

2. Logistics management positions

After material resources and human resources, it is known as the "third source of profit." The function of logistics is to transfer products from production to the site of consumption, thereby creating location utility. The quality of logistics management directly affects the quality of enterprises' products, services, and economic benefits.

3. Traditional management positions

A large part of professional managers' growth starts from the grassroots training experience. In the long run, it is beneficial for professional development. The theories taught in the classroom are generally abstract and must be combined with the actual work to exert their due effect. MBA graduates with a certain number of years of work experience will be very popular in the labor market.

4. Marketing positions

The high market demand for marketing positions, the low entry requirements, and the high income of high-end marketing positions have made countless job seekers join the competition for marketing positions. From the statistics of the talent market over the years, the demand for marketing positions is enduring. The booming supply and demand of sales positions have always been a landscape in the workplace. Even in different industries, marketing positions are always popular. The intensification of market competition and improved after-sales service requirements will require higher professional and technical quality of sales personnel. Compared with practitioners in other majors, business administration graduates can perform better in the fields of market management and project planning related to marketing.

5. Going abroad or postgraduate study

Compared with other disciplines, the proportion of business administration graduates going abroad and taking postgraduate entrance exams is not high. On the one hand, management majors are also very popular in developed countries. There are relatively few vacancies for international students, which hinders graduates of business administration majors from going abroad for further study. The talent training of business administration majors is close to the actual situation of the enterprise. At present, there are about 500,000 to 1,000,000 students in this significant nationwide, and about 400,000 (college students) are trained every year. At the same time, the actual and potential demand for various talents is also fission.

Mainly guide enterprises, institutions, and government departments to engage in teaching and scientific research in accounting affairs. It can be seen from the data that the scale of graduates of this major is relatively large, and the overall employment situation is acceptable. Of course, the

employment situation of elite schools and ordinary schools is very different.

The employment channels for business administration majors are mainly concentrated in the following fields:

First, the management departments of governments and enterprises at all levels;

Second, intermediary enterprises such as accounting firms and other types of consulting services;

The third is to include various financial institutions such as banks and securities companies;

Fourth, continue to study for a master's or doctoral degree in a domestic institution or go to a foreign institution for further study.

Xu Wei introduced that in addition to postgraduate entrance examinations, graduates of this significance have gone to work in banks, insurance companies, securities companies, etc. Some students have applied for civil service examinations, and some have started their businesses. From the perspective of specific positions, the human resources department, strategic development department, marketing department, planning department, etc., of the enterprise all need relevant talents. Undergraduate graduates generally need to start from the grassroots level, and after graduation, they typically do management work in relevant functional departments.

Many candidates also have concerns when filling in their volunteer applications. Undergraduate graduates have no social experience and only learn management theories. Will the employer provide a management position to a fresh graduate?

Of course, it is unrealistic for undergraduate graduates to directly enter the management departments of units at all levels without work experience. The lack of practical experience is the most significant "shortcoming" of graduates looking for a job. How can we make up for the "shortcomings" and make graduates more competitive when seeking employment?

Business administration majors can choose to work in many fields. Candidates can choose according to their interests, such as business management, marketing, human resources, business investment, and other directions. During school, candidates should study one subject and choose another issue, such as learning computer, law, foreign trade, tourism management, logistics management, etc. The complex knowledge structure of Business Administration. Graduates who understand leadership and technology are the "sweet pastry" favored by employers.

In addition, it is unrealistic for many people to hold the idea that they can enter the enterprise as a manager as soon as they graduate. Excellent management ability requires scientific concepts and support from front-line practice, and practical knowledge is accumulated from specific work and functional operations. You will be competitive when you apply for a job, and it can also lay a good foundation for future work or management positions.

Since 1996-1998, there has been little academic research on the employment of college

students. In 1999, my country's colleges and universities began to expand enrollment scale. On the whole, during this period, the overall quality of my country's labor force is not high, the society still has a lot of room to absorb college students, and the employment problem of college graduates is not very serious. After 2000, there has been researching on the employment of college students. Domestic scholars have paid more attention to college students' professions with the increasingly difficult employment situation. It mainly focuses on constructing the employment service system and the support of employment policies. In terms of research on the employment service system, the earliest domestic literature is "Analysis of the Issues of Developing and Improving Employment Service System under Market Economy," published in the fourth issue of "Southern Economy" in 1993. Under the new situation, how to improve and develop the labor employment service system to make it more suitable for social and economic development expressed some views. The earliest literature on the "employment service system for college students" is Liu Hezhong (2001)'s "German College Students Employment Service System and Its Enlightenment." Wu Wei (2005) began to appear in the research literature in a master's thesis on the "employment service system for college students."

In the research on the employment policy of college students, Chinese scholars generally believe that the government still has problems and influences in the formulation and implementation of the approach to promote the employment of college students. Zhang Qiuying (2012) discussed the reasons for the inefficiency of my country's college student employment policy from the aspects of policy design and implementation. Based on the "employment policy matrix model," Yang Weiguo (2008) discussed the pillars of China's employment promotion policy from the perspective of the functions of employment policy: strategic employment policy, market employment policy, and protective employment policy. Yang Songwu (2008) believes that in the influence of government employment policy, employment policy affects college students' choice of employee behavior and employability. Demand promotion policy, supply promotion policy, and supply and demand matching promotion policy will all affect college students' employability and employment opportunities. Liu Kepeng (2012) believes that there are imperfections in the current employment policy for college students, such as lack of uniformity in policy planning, weak feasibility, and imperfect evaluation and supervision mechanisms. Chen Hailin (2012) discussed the employment policy of college students from the perspective of public policy supply. Zhang Lingyun (2013) believes that institutional innovation needs to be carried out to regulate various actors' behavior and strengthen the unity of employment policy and social security policy.

Full employment is one of the four goals of national monetary policy. It was proposed by the British economist JM Keynes in the book "The General Theory of Employment, Interest and Money," which means that under a certain wage level, all workers are willing to accept work.

People have gained employment opportunities. Full employment does not mean full employment or full employment, but there is still a certain amount of unemployment. But all unemployment is frictional and seasonal. With the popularization of higher education in our country, the employment of college students has increasingly become the focus of society. According to the Ministry of Human Resources and Social Security statistics, during the "Twelfth Five-Year Plan" period, the average annual scale of fresh graduates will reach nearly 7 million, and they will become the main force of the newly employed population in the city. The total employment pressure is still tremendous. The problem of structural unemployment of college graduates has become more prominent. According to the "2010 University Employability Rankings" survey by Mycos, business administration is one of the undergraduate majors with the most significant number of unemployed for three consecutive years. Business administration majors are ranked sixth among the top ten majors in the 2010 undergraduate unemployment rate. As one of the most common majors in business administration in colleges and universities across the country, the employment situation of graduates is not optimistic. The Chinese Dictionary (2002 edition) explanation is "get a job and take a job." The traditional view is that "employment" refers to the process by which workers obtain specific social jobs and engage in particular social labor. But this explanation has become increasingly unsuitable to social development and changes. With the development of the times, more and more people are engaged in freelance work and self-employment. They not only have their stable careers. They are producers of social wealth but also creators of social jobs.

Therefore, it is now generally believed that "employment" refers to the combination of laborers and means of production, relatively stable social labor and the process of obtaining social rewards. This view has two meanings:

The first level is that workers combine with the means of production to engage in relatively stable social labor; the second level is that employees must obtain social remuneration. Social remuneration is the manifestation of the social value of work. It distinguishes a profession from voluntary work and general household chores, thereby substantially limiting the scope of work. "Employment" has the following essential characteristics: It is the product of the development of the division of labor in society. The division of labor in society results from the development of social productivity and the progress of human culture. The level of productivity and production relations in a certain period determines the type, quantity, and employment status of occupational choices in this period. Secondly, the social nature of employment is manifested in the social nature of laborers and means of production. The number and quality of laborers and the condition of the means of production are the products of a certain level of productivity and production relations. Third, the social nature of employment is manifested as the commodity of labor value. Although agricultural production under the traditional self-sufficient natural economic conditions is also a combination of

laborers and means of production, they are engaged in relatively stable labor. Still, this kind of labor is not social labor. The products they produce are not commodities, and their delivery is not paid by society, so this kind of labor cannot be called employment. The social nature of employment determines that in achieving employment, people must seek truth from facts, combine personal needs with social needs, combine career ideals with employment reality, and correctly handle the relationship between personal standards and social requirements.

It means that the labor relationship of the laborers with the same fixed means of production maintains a relatively dormant state, which can be embodied in the form of survival dependence, labor contract relationship, etc. The stability of employment distinguishes it from labor that receives social remuneration by chance. With the continuous development of productivity, means of production, and social division of labor, workers' occupations change more and more frequently, especially changes in economic structure, industrial structure, and employment structure. Workers shift from one job to another and from one department to another. In another sector, such changes are inevitable in modern society. But even so, changes in occupations do not negate the relative stability of employment.

The purpose of employment refers to the purpose and motivation of the main body of a career. For most employees, the primary purpose of engagement is to obtain economic income to meet their survival and development needs. At the same time, spiritual wealth is also an essential aspect of the pursuit of employees. Human sociality determines that people living in this society must have material hobbies and higher spiritual purposes. For most college students, the realization of self-worth is an important goal for their career and employment.

2.2 Analysis of "Employment of college students" and its characteristics

College students are a particular group in the social group. They are knowledgeable, malleable, and pioneering. And other characteristics. In a broad sense, college students include all members of society with a bachelor's degree: In a narrow sense, college students only refer to general and college students and students with equivalent academic qualifications, including higher vocational schools. This article discusses the employment of college students in a narrow sense. It only examines the employment situation of college graduates in general. It is mainly aimed at students, a unique social group when they end their studies and enter society. Therefore, the employment of college students refers to the process by which "college students, a special social group, is about to complete their studies and fully enter the society to establish labor relations with the same predetermined means of production." The employment of college students has the characteristics of general jobs but also has its special features. Sexuality is reflected in the following aspects:

(1) Knowledge.

The learning experience of college students makes them have a high level of knowledge and strength.

Ability to work. This characteristic of college students determines the special significance of college students as a part of the youth group to social development. It affects the goal selection of college careers and employment, the concept of careers, career psychology, and career process.

(2) Group nature.

The employment of college students is not an isolated phenomenon. It occurs in groups. At present, every year, two to three million college students enter society for jobs for the first time, and correspondingly, two to three million college students have to find employment. Large numbers of university graduates are constantly pouring into society. This is not only a vast wealth of community, but at the same time, the proper placement of their employment has become a challenging task, requiring careful organization and arrangement by the society, education authorities, and schools. The active cooperation and response of college students are required.

(3) Timeliness.

There is a specific time limit for the employment of college students, especially when they first leave school. They have one year to make career planning. In this process, they need to start looking for work units before leaving school to achieve a two-way choice of employment rhythm, but because of now the epidemic's impact, the employment restriction period for college students has also changed.

(4) Policy nature.

The employment ideology and employment status of college students are not only affected by the country's general macro policies, but the country's specific guidelines and policies for college students' employment play a critically important role in college students' profession. College students' careers must abide by the relevant employment guidelines and policies and strive to adapt to the reforms and changes in the social system, especially the employment system.

(5) Legality.

Employment of college students must be carried out following the law. College students must fulfill corresponding legal obligations, and their profession is protected by law. Under the socialist market economy conditions, college students' independent job selection requires related improvements in all aspects of the legal system.

The employment market of college students is a part of the labor market in the factor market in the socialist market economy system. It can be divided into broad and narrow senses. The limited concept refers to a place where graduates and employers can provide social services through specific procedures and forms, based on the meeting between supply and demand, to mediate the

negotiation between graduates and employers. It has time and space constraints, such as graduate supply and demand fairs. In a broad sense, the concept of the employment market for college students refers to the sum of exchange relations that trade graduates as commodities and turn them into direct productive forces; it relates to the field of graduate circulation and the totality of the supply and demand relations of graduates. college students. Zhong Weidong (2005) defined my country's higher education market, studied the market concentration, product differentiation, entry and exit barriers, etc., and determined that my country's higher education market structure type is an oligopoly. The resource allocation of college graduates results from the interaction between the supply and demand of graduates in a particular labor market.

The perfection of the labor market has an important impact on the resource allocation of graduates. The reason is that the labor market has various "failures" such as imperfect wage mechanisms, insufficient information, and market segmentation. "Failure" will increase the unreasonable allocation of graduate resources (Wen Dongmao 2001). In the face of the problematic situation of the employment market of college graduates after years of enrollment expansion, "improving the quality of education" and "exploiting the employment market" have become two hot issues that government departments and all sectors of society pay close attention. They are also the issues that colleges and universities must consider—two points to address. The employment of college graduates is a crucial link for college students to go to society.

With the continuous deepening of my country's reform and opening up and the continuous development of the socialist market economy, significant changes have taken place in the employment methods of college graduates in my country. The planning mode of "integrated and divided" is gradually changing to the market mode of "two-way selection and independent career selection," and the employment of college graduates is moving progressively towards the talent market. The problem of "unbalanced supply and demand" in the labor market of college students is the result of the combined effect of both supply and demand in the labor market for college students. When the market is fully competitive, workers with high human capital can substitute for low human capital. But in China's labor market, this substitution is minimal because the labor market is not sufficient.

The fragmentation of the labor market and the resulting high mobility costs have significantly reduced the employment space for college graduates. Therefore, on the one hand, the vast rural areas, western regions, and small and medium-sized enterprises are in short supply of talents. On the other hand, a large number of college graduates compete.

Zhuang Guozhen made preliminary statistics on higher vocational education research papers from 2000 to 2005 using "Vocational and Technical Education of Renmin University of China Books and Newspapers Data Center" as the statistical source and retrieved a total of 4,200 research

papers on higher vocational education. In the research on recruitment and employment of higher vocational education, 38 articles and 81 articles on employment work were studied. Researchers have paid the employment of vocational college students much attention. Employment is the core issue of running schools in higher vocational colleges, and it is to raise employment to an equally important position as teaching. Zhang Li, director of the National Education Development Research Center, pointed out at the Shanghai Education Forum in 2005 that "vocational education is employment education, livelihood education, and career education." "Take service as the purpose, take employment as the orientation, and take the road of reform and development that combines production and education" as the scientific development concept of higher vocational education has gradually formed a consensus. A significant problem facing higher education in the stage of popularization is employment. Adhering to the employment-oriented approach has far-reaching significance for the healthy development of China's higher vocational education.

Employment orientation is the essential feature of vocational and technical education globally, and employment orientation is an inevitable choice for the development of higher vocational education in my country. "Strive to significantly increase the employment rate of graduates through five-year efforts. Focus on cultivating 100 exemplary higher vocational colleges with an employment rate of over 90%, and cultivating 1,000 national higher vocational colleges with an employment rate of over 90%. High-quality majors. An employment-oriented higher vocational education development mechanism has been initially established" (Li Zhihong, Wang Wei, and Li Jinshi 2003).

The industry market refers to a talent market that is planned, organized, purposefully cultivated, and established under the socialist market economic system and under the guidance of universities and colleges under the macro guidance of the state to reasonably allocate college students. It refers to a series of activities for college graduates and employers to contact, negotiate, and sign contracts voluntarily through intermediaries and market mechanisms. The employment market for college students is divided into tangible and intangible needs. The actual market mainly refers to a fixed place, a specific time and place, and a particular participant, such as on-campus supply and demand meetings, local people markets, special job fairs for college graduates, and regional inter-school joint job fairs. On-site recruitment at various levels The intangible market mainly refers to the virtual market formed by graduates' contact work without specific time and space restrictions and based on their wishes and the practical information obtained. Self-selecting employers create the virtual market in the form of expression.

2.3 Firm Characteristics and Representativeness

The Census data capture large and small businesses alike, but, for our comparisons, we will

look only at businesses with fewer than 500 employees. The Alignable network allows users to share customer leads, which could potentially skew our sample toward retail and service businesses that interact directly with consumers. Since retail businesses are particularly vulnerable to COVID-19 disruptions, our sample could overstate the aggregate dislocation created by the crisis. Naturally, industries dominated by large firms, such as manufacturing, are underrepresented. However, as we discuss later, our data on the industry mix of responses suggest that the sample represents a wide swath of America's smaller businesses.

Fig2-1. shows the size distribution of our sample and the size distribution of businesses with fewer than 500 employees in the Economic Census.

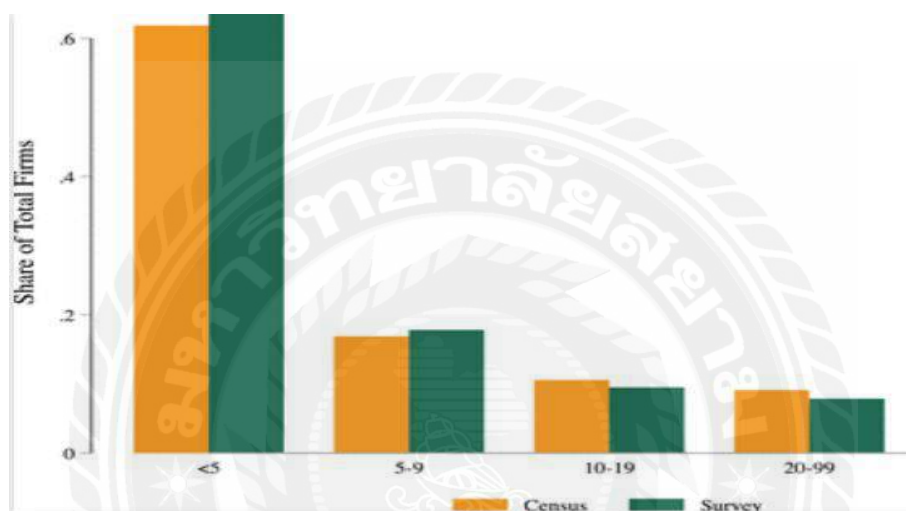


FIGURE 2-1. Firm size in the survey and Census. This figure plots the share of firms in each employment category for the 2017 Census of US Businesses and the survey respondents.

While our survey does not allow for a direct comparison of payroll expenses with Census data, we constructed a rough comparison by approximating payroll expenses for the Alignable firms from categorical questions about monthly expenses and the share of these expenses going toward payroll. The Census provides annual payroll expenses for W2 employees. To get a sense of the match, we compared our estimated monthly payroll expenses in our sample with one-twelfth of annual expenses in the US Census. To facilitate comparison, we divide by an estimate of total employment. Fig 2-2. shows the size distribution of monthly estimated payroll expenses in our sample and a comparable breakdown for the Census using a per capita adjustment. And professional services firms in our sample, which are among the highest paying of all two-digit North American Industry Classification System sectors in the Census data. SI Appendix, Table S1 provides further detail on the industry match to the Census.

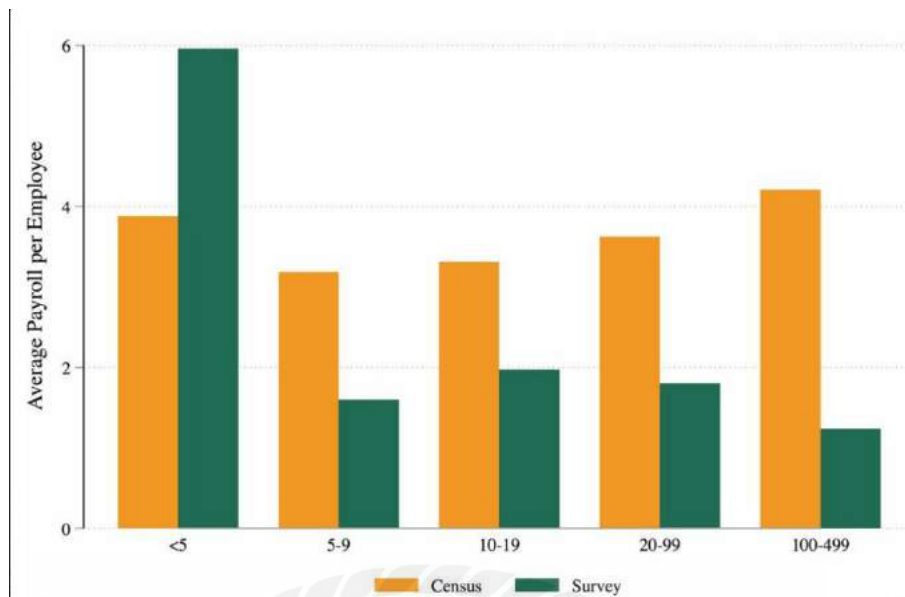


FIGURE 2-2. Average per capita payroll (\$1,000s) in the survey and Census.

2.4 Responses to the COVID-19 Pandemic and Lockdown

It is now turn to our main results, which we group into three categories. It turn to their expectations about the duration of the crisis and their own economic survival, as measured at a particularly sensitive point for understanding the impact of future policies.

2.4.1 Temporary Closings and Employment

Across the sample, 41.3% of businesses reported that they were temporarily closed because of COVID-19. A far smaller number—1.8%—reported that they were permanently closed because of the pandemic. By contrast, only 1.3% reported that they were temporarily closed for other reasons; 55.5% reported that they were still operational.

We also asked the business owners to fill in a matrix that contained the number of full-time and part-time employees that were employed by the firm “now,” as of the survey date, and on January 31, 2020. Over the entire sample, the number of full-time employees had fallen by 32% between January 31 and late March 2020. The number of part-time employees was 57% lower than at the end of January. Overall employment declined significantly, totaling a 39% reduction from January headcount. These results include businesses that had temporarily closed. If we look only at businesses that were still operating, we find that the number of total full-time employees had fallen by 17.3%. The number of part-time employees declined by 34%. These estimates can also be compared to other emerging data points. The Atlanta Fed conducted a similar survey (14), drawn from Dun & Bradstreet listings, and found smaller employment effects (roughly 10% decrease in employment). Whereas their survey includes larger firms as well, our focus is on smaller businesses.

Further, their survey undersamples newer firms, which may have larger employment changes. We can also compare our results to publicly released aggregated payroll data from Automatic Data Processing, Inc. (ADP), a provider of human resources management software (which may have different issues of representativeness). In those data, paid employment at firms with less than 500 employees declined by about 18% between January and April.

The Mid-Atlantic division had the sharpest decreases in employment and the largest share of firms that had temporarily suspended operations. Fifty-four percent of firms in that region were closed in late March/early April, and employment had fallen by an average of 47%. The Mountain region was the least affected, but, even there, 39% of firms had temporarily closed, and employment had declined by 32%.

2.4.2 Covid-19 Pandemic Perception

According to the approach of social-cognitive theory, the surrounding environment influences the behavior of the individual through personal perceptions. Not all people perceive the same situation with the same degree of severity. In the literature, few studies have focused on perceptions derived from an unsafe, dangerous, and risky environment, and the impact these perceptions can have on the intention of starting a business. For example, Gaibullov and Sandler (2013) suggest that terrorism and other violent events could hinder business growth by increasing business costs that reduce profits and returns, discouraging the creation of new businesses.

Among the few studies relating to dangerous situations, we find those related to the scenarios of war, terrorism and natural disasters. Current studies have focused more on the general economic aspect.

To describe the literature on the subject, we will refer explicitly to the more general concept of perception of danger. Previous studies have shown the negative relationship between perception of danger and intention for business. Bullough, Renko, and Myatt (2019) examined the effects of perceived danger, self-efficacy, and resistance on business intentions under unfavorable conditions during the war in Afghanistan. Their results suggest that perceived danger was negatively related to an individual's entrepreneurial intentions but marginally less among highly resistant individuals. Jahanshahi, Zhang, and Gholami (2011) also in Afghanistan, studied the antecedents of the persistence of companies run by female entrepreneurs. The results showed that female entrepreneurs with a high level of internal locus of control have higher levels of resilience. Furthermore, the perceived danger and influence of supporting family businesses (the first negatively, the second positively) resulted in the persistence of female-led businesses.

These studies highlight the importance of the interaction of psychological, social, and environmental factors in shaping the entrepreneurial capacity of people in uncertain situations.

2.4.3 Psychological Need Satisfaction

Motivational factors have proven to be an important paradigm for the study of the determinants of an entrepreneurial career choice. On the one hand, personal motivational factors act to seek, through business, a possible form of self-realization and to escape the unemployment trap. On the other hand, there is a strong and profound interaction between family, social and institutional factors, within which the entrepreneurial career choice appears as a “response” linked to the satisfaction of basic psychological needs.

According to Self-Determination Theory (SDT), motivation is a vital source that makes people persistent and active in implementing their behaviors. Specifically, SDT classifies motivation on a continuum, ranging from extrinsic motivation to intrinsic motivation. What leads to intrinsic motivation is the satisfaction of three basic psychological needs conceptualized by SDT: autonomy, competence, and relatedness. It is argued that these needs are necessary for the well-being and persistence of behavior and that they play a role in defining aspirations and, therefore, in professional choices. When these needs are not met, intrinsic motivation will be hampered, which is called psychological need frustration and, as a result, people could develop health problems and persist less in purposeful behaviors. Conversely, if these needs are met, they are more likely to engage persistently in entrepreneurial behavior. In this case, we speak of the psychological need satisfaction, which is the factor we will refer to in the present study.

2.5 Literature review

2.5.1 Research on the causes of employment problems of business administration graduates

People analyze the causes of employment problems from different angles and draw many conclusions. Since the 1950s and 1960s, countries all over the world have seen a trend of rapid development of higher education. Both developed and developing countries regard education as an important part of their development strategies. The reason is that during this period the concept of human capital was put forward. However, in the 1960s and 1970s, the problems of "intellectual unemployment" and unemployment of university business administration graduates spread across countries.

Educational economist M. Blaug (2000) believes that the reason for the unemployment of business administration graduates is not the absolute surplus of university business administration graduates, but the rapid growth of supply. The sudden proliferation of university business administration graduates will cause unemployment of business administration graduates. If business administration graduates can slowly enter the market, then these business administration graduates

can be absorbed by the labor market. The pedagogical literature pays more attention to research on the role of states and universities in college students' career choices and behaviors in the context of social and economic development.

Yan Jijian, in "Analysis of Career Choices for College Students in Market Economy Situations" (Henan Social Sciences, January 2005), mainly explains new characteristics and changes in career choices for college students so that college students can be established. Suggested suggestions to guide you in choosing the right career. He Jin and Huang Jie, "Survey and Analysis of College Students' Views on Career Choice and Career Choice Behavior" (Jiangxi Education and Research, 2007) use questionnaires to address career choice trends, career choice behavior, and employment in the West. We will propose the corresponding measures. We publish surveys and research reports on career choices for college students, summarize the findings, explain the characteristics and causes of career choices for college students, and present relevant measures and suggestions. Rasanyoshi's "Reasonable Thinking about Career Choice Behavior for University Graduates" (Tsinghua University Education and Research, October 2007) also conducted a questionnaire survey on "Intention to Career Choice" for graduates of Guangdong College of Technology. This paper analyzes the current state of career selection behavior of university graduates in Japan and its causes and proposes coping strategies from the two aspects of policy and concept. Dong Ding, Li Yanqiu, Guan Xiaomei, "Analysis and Research on the Problems of Employment Difficulties in College Students" (Modern Education Science, No. 1, 2009) uses questionnaires to analyze the current state of college students' employment orientation. I am proposing. Social factors that influence alumni's career choices. Finally, he points out that expanding college enrollment and reforming the distribution system for graduates will impact college students' career choices. It has been positive and negative. Self-confidence education guides college students to broaden their horizons and change their ideas.

Psychological literature is mainly analyzed from the perspective of the psychology of college graduates. Tao Guofu and Bai Sudi have edited "Career Choice Psychology for College Students" (Shanghai: Huadong University of Science and Technology Press, 2002), describing career choices psychologically. And more literature begins with a study of college student employment psychology, speculating on the psychological impact of career choices. Yan Nongqiu, "University Student Employment Psychological Pressure and Guidance" (University Theoretical Frontline, 2004, 7) analyzes signs and causes of graduate employment psychological pressure and provides social, school, and employment psychological counseling. Hu Xiehong, "Analysis of Performance, Causes, and Countermeasures for College Students' Employment Psychological Problems" (Higher Education Materials, November 2009) describes and explains the common symptoms of college students' employment psychological problems. Analyze and present countermeasures and

suggestions. Propose and propose countermeasures. Throughout the existing research literature, there is much research from the perspective of pedagogy and psychology but less analysis from sociology and economics. Most of them are questionnaires to analyze the phenomenon and explain the facts and lack theoretical guidance.

In the 1990s, the problems of "over education" and "educated unemployment" raised by Chinese scholars also supplemented this view. Dong Zhiqiang and Song Qicheng (2003) believe that the development of the Internet has affected the labor market, and more and more people are reluctant to work in factories because they are educated and have more online job options. Yang Yunyan and Chen Jinyong (2000) believe that in theory, in a perfectly competitive labor market, the constant winter of labor will make the labor market more balanced, but the actual situation is that due to the prevalence of non-market factors, labor mobility is often difficult to achieve market equilibrium.

Qu Zhenyuan and Xie Weihe (2003) classified the unemployment problem of college business management graduates in "Analysis and Forecast of the Employment Situation of Business Administration Graduates of Chinese Colleges and Universities from 2000 to 2002": 1) Structural unemployment; 2) Frictional unemployment; 3) Institutional unemployment. Among them, frictional unemployment is caused by information asymmetry in the market. The system's irrationality causes institutional unemployment, and structural unemployment is caused by the derailment of school education and social needs. The decline in the employability of business administration graduates is one reason for their unemployment problem. For example, Sajula (2004) believes that in addition to the employability that college students should have, in addition to the ability to learn professional knowledge, they must also have: expression skills, organizational and management skills, interpersonal skills, social adaptability etc.

2.5.2 Practical research on solving the employment problem of business administration graduates after the epidemic

The research in this area is mainly divided into three directions.

1. Expand the job market.

Fu Jun (2007) pointed out that the current existence of unemployed groups in my country is mainly composed of the contradiction between supply and demand, the contradiction between supply and demand structure, the imbalance of regional employment, and the transfer of rural labor from urban to urban areas. He proposed: (1). Promote the adjustment of economic structure and industrial structure, optimize the employment structure, and highlight the increase in employment capacity. (2). Promote labor mobility, revitalize the old industrial areas in Northeast China, revitalize labor resources in the central and western regions, and enhance labor absorption capacity.

(3). Coordinate urban and rural development and promote the urbanization of migrant workers.

Liu Junyan (2010) believes that my country's labor market is divided into urban and rural labor markets, state-owned units and non-state-owned labor markets. Many college students regard cities as their first choice, which is an important reason for college students' difficulty in obtaining employment. Therefore, we must formulate policies to encourage college students to go to the countryside and enter the rural labor market.

2. Improve the employability of business administration graduates

Zhu Jiguang (2009) pointed out that it has important reference significance for the cultivation of the employability of college students in my country through the research on the employability training model and characteristic projects of British college students. The government and society should attach great importance to the cultivation of the employability of college students and create good external conditions. Fu Jun (2007) put forward "emphasize the construction of employment and reemployment ability, and solve the contradiction that the employability of laborers is not compatible with social needs." There are also requirements in these aspects: expression ability, organization and management ability, interpersonal communication ability, social adaptability, practical ability, Pioneering and innovative capabilities, competitiveness, management capabilities, etc.

3. Schools and enterprises should strengthen cooperation. Through cooperation with colleges and universities, we can understand the requirements and types of talents needed, improve the employability of graduates, and through association, we can obtain more training and internship opportunities.

Research by Wang Ting (2007) shows that colleges and universities believe that students' "language expression skills" and "reading and writing skills" are more important in the process of employment, while enterprises and employers consider "listening and comprehension skills" and "reasoning and computing skills" to compare important. In addition, the school puts more emphasis on the training of students' abilities in planning coordination, organization and management, and interpersonal communication in employability, while employers in enterprises and institutions put more emphasis on business operations, problem solving, learning, and execution capabilities.

Liu Jieming and Shi Jinping (2010) proposed how the school-enterprise alliance works. The seamless training model of university education and employment mainly introduces practical experience links in phases during the university education process, so that students understand the importance of theoretical knowledge in the process of practical experience. Experience the specific process of practical work, let students understand the hardships behind successful people, so as to strengthen students' learning and reserve of theoretical knowledge, enrich their understanding and experience of practical work, cultivate students' hard-working spirit, and urge students to

understand their own abilities and Thinking of future development positioning.



3. RESEARCH METHOD

The main research methods used in this paper are qualitative analysis method, statistical analysis of data, in-depth interview method and questionnaire method. Will bring some challenges to the students, such as communication pressure and the influence of communication..

3.1 Research design

This paper focuses on the effects on unincorporated self-employed workers, who had already performed work at home before the shutdowns. However, given the simultaneous closing of schools and day-care facilities, the caregiving responsibilities of parents have increased(Barrero, Bloom, and Davis 2020; Bick, Blandin, and Mertens 2020; Brynjolfsson et al. 2020; Montenovio et al. 2020). . Because of this, self-employed parents may be affected more by the shutdowns than self-employed nonparents. In addition, there are some differences in employment by gender (Burda, Hamermesh, and Wiel 2008; Sent and van Staveren 2019; Sevilla and Smith 2020) and gender differences in risk preferences (Charness and Gneezy 2012; Sent and van Staveren 2019). Women are less self-employed, primarily by men, because society is more tolerant of men to gain flexibility in working hours to meet better job demands (Budig 2006; Gimenez-Nadal, vol. Molina and Ortega, 2012). Given that the shutdowns are affecting "essential" and "nonessential" industries differently, the employment status and sector of a spouse may also impact a self-employed worker's employment and hours as families juggle household and childcare responsibilities (Alon et al. 2020). If a mother's partner loses his job, the mother may work extra hours to compensate for the lost income while the father cares for the children (i.e., an added worker effect), or vice versa. Between February and April 2020, the US official number of unincorporated self-employed workers fell 12.6 percent, not seasonally adjusted (US Bureau of Labor Statistics 2020a and 2020b). Fairlie (2020b) finds that actively working unincorporated self-employed workers fell 28 percent.

Therefore, significant universities have changed the original offline recruitment to cloud recruitment in the epidemic context. This measure can make the employment of fresh graduates difficult to a certain extent be relieved. However, the prevention and control of the epidemic are still in a critical period. The Ministry of Education for the health safety of university students, the decision to postpone the start of spring 2020 has been made. While facing the upcoming spring recruitment, related companies have also transferred a series of recruitment processes to online Top: Online application-online assessment-video interview-email offer.

In business student area 2, 158 applied sciences students were employed in 2015. 4443

of these students, so the employment rate was approximately 49 percent. (Tilastokeskus, 2017.) The result is thereby in line with the employment rate of all students in Finland in 2015. The employment rate has changed in the past years, but unemployment has also changed. The length of unemployment has lengthened, and for some people, unemployment has become even a permanent condition. Often when one has become unemployed, it isn't easy to become attached to the labor market again. (Parpo, 2007.)

For students, the factors affecting their employment are presumably the same as others. The level of education and amount of expertise and motivation are the keys to finding a workplace. According to the authors' own experiences, social relationships significantly influence students' employment. Many find their part-time job by having worked in the same place before, for example, during the summer or practical training or via social relationships as parents, relatives, or other acquaintances. External help can be essential for students in their job search. Cities and even schools can try to offer support for the employment process. For example, in Lappeenranta, a site and campaign "Joka kymmenes" is managed by two student organizations and the student union SAIKO. They have a program that aims to emphasize students' importance for the city in the future. The goal is to make Lappeenranta attractive to stay and get employed after studying. (Joka kymmenes, 2017.) The campaign encourages the city and its residents to offer more summer jobs, part-time jobs during studies, and possibilities for the thesis process. Local companies should be encouraged to hire students, and the city should show an example by providing internships and summer jobs. Also, the support system of entrepreneurship should be developed to make local, student-oriented entrepreneurship easier. (Joka kymmenes, 2017.)

This kind of campaigning and support would be needed all over Finland, also in Lahti. Lahti University of Applied Sciences tries to support students' employment by communicating open positions to students. Furthermore, the city of Lahti could be more student-friendly by encouraging the hiring of students and offering more possibilities for students themselves (Ministry of Education and the Economy 2012).

Employment during studies is essential for most students, mainly to secure subsistence, but it can also have other effects. In the study, most outcomes were positive, such as developing one's expertise and know-how and increasing study motivation. Almost none remarked that their studies suffered from employment or that their graduation was delayed because of working. In publicity, it has been emphasized that students should instead get a student loan and only focus on their studies, which is based on thinking that only adequate subsistence is essential to students. However, students prefer to invest in their future by working and gaining work experience and connections to strengthen their competitiveness

in the labor market. (Ministry of Education and the Economy 2012.)

3.2 Quantitative research method

Quantitative research refers to the scientific research to determine the quantitative stipulation of a specific aspect of things. It is the research method and process to analyze, test, and explain the problems and phenomena in quantity to obtain significance. Because of the employment problem of the epidemic situation, this paper designed a special questionnaire. This quantitative exploration is divided into four modules. At the first level, the distribution and frequency of primary data such as employee number, gender, region, and occupation are analyzed to extract and depict the preliminary employment phenomenon. The research process begins with defining the research method. Two different approaches can be used, which differ in how the theory works in research. These methods are deductive and inductive. In a reasoned approach, theories and hypotheses are developed and tested. In induction, data are collected, and a thesis is developed based on data analysis. (Saunders, Lewis & Thornhill 2009, 124.) The researchers decided to use installation in this study because there is no existing theory on this particular problem. Research methods are divided into qualitative and quantitative manner. In this paper, data are collected through a survey, which is a quantitative method. Survey strategies tend to be used for exploratory and descriptive research, and large amounts of data can be collected (Saunders, Lewis & Thornhill 2009, 144).

Although inductive methods are often combined with qualitative methods. Ways, in this study, the authors felt that these methods and methods worked best for them. At the second level, the major of this research is to conduct a two-factor analysis of individual students, related experiences, and the success rate of awards and employment. The purpose is to find the degree of correlation between the two and explore whether there is a significant effect. At the third level, multivariate analysis of variance (effect test between subjects) was used to explore the relationship between different majors and participation of different student cadres and employment pressure index/employment satisfaction index.

After obtaining the original data, the statistical analysis software SPSS was used to perform reliability analysis, validity analysis, factor analysis, correlation analysis, and structural model path analysis using ANOVA to test the research hypotheses involved in the research model. ANOVA statistical analysis software was used for structural equation model analysis to test the relationship between the various research variables. The clear explanation provided by the cross-tabulation helps marketers find a closer connection between market research and market action. By discovering this, determine whether future research actions need attention, continue, or stop.

On the other hand, using Analysis of Variance: ANOVA. It's a statistical test that was

developed by Ronald Fisher (1918) and has been in use ever since. ANOVA is primarily an analysis of variance in research services for all market sectors, based on some content in the survey data combined with assumptions about the equality of cases using variance studies. Enter the designed questionnaire into the questionnaire star website, The link is then distributed to 60 students, 50 valid questionnaires, A recovery rate of $50/60 \times 100$ per cent = 83.88 per cent, The recovery effect is good. To sort out the collected questionnaires, And made a SPSS format file. A total of 22 variables were set.

3.3 Literature research method

This study collected materials such as the theoretical basis used in the research using Chinese databases such as Howie, Wanfang, Weipu, Web of Science foreign language databases, and Baidu search engine. Conclusion: Summarize the existing marketing methods and customers' attitudes and perceptions after the online shopping experience and carefully sort out the theoretical support for model construction and assumptions.

This paper contributes to several strands of literature, including the burgeoning literature on the labor-market effects of COVID-19 in general (see Brodeur et al., 2020 for a review). More specifically, this paper is related to the literature on the impact of the business cycle on the unincorporated self-employed, the effects of economic downturns in general, and the unprecedented effects of the simultaneous health shock on households and families.

The unincorporated self-employed have unique characteristics. At the same time, households were social distancing (Hipple and Hammond 2016). Because they have more control over their hours than other workers, they also have more flexibility to work part-time, earning double pay. Research on the impact of illegal self-employment in the United States found that the working hours of unincorporated self-employed in the United States are cyclical (Carrington, McCue, and Pierce 1996; Pabilonia 2014); The ideas and strengths of the workers are the basis for influencing the working hours. (Fairlie 2013; Fairlie and Fossen 2019). Men are far more inclusive in this society than women, both at work and in everyday life (Alon et al., 2020). Some of that increase in time is during typical working hours (Morrill and Pabilonia 2015).

Since Maslow's theory is about human motivation, managers can also apply it to motivate their employees. Whenever an employee starts in a company, the first needs to fulfill are the basic needs as in Maslow's hierarchy. Adequate income, stable employment, and safety at work are the foremost concerns (Tanner 2017). Also, formal contracts and benefits such as a pension scheme and sick pay can be included in basic safety needs (Sylvester 2016). Once these basic needs are met, the next step is belongingness needs. The level of interaction varies since there are introverts and extroverts, but everyone wants to be accepted in the organization and have some interaction with

others. Effective interpersonal relations are necessary for almost every workplace, and managers can increase it by rewarding staff cooperation. (Tanner 2017.) To encourage social relationships promoting group work, team building through social activities is also essential if employees work remotely from home (Sylvester 2016). When these needs are satisfied, the next step is to fulfill self-esteem and self-actualization needs in the workplace. Not everyone wants to move into management, but some variation in work helps achieve these needs. Projects, completing particular tasks, learning new ones, and expanding one's expertise will eventually fulfill the needs in the last categories. Managers can encourage and assist in making one's work more rewarding by cross-training, enriching the jobs, and allowing employees to participate in decision-making. A meaningful title, perks, and awards are essential to an employee's self-esteem. (Tanner 2017.)

As with every theory, also Maslow's hierarchy of needs is criticized. For example, some claim that needs is not hierarchical as in theory. Needs are an interactive, dynamic system, and social connections drive the fulfillment of our needs. According to this critique, even basic survival is not possible without social connection and collaboration with others. Humans are reliant on each other because of more complex and interconnected societies. A relationship is essential for survival. (Denning 2012.)

Another problem with the theory is that not all people are the same. It is proven that some people may be deprived of their lower-level needs but still strive for self-actualization needs, and the hierarchy does not apply. Also, their self-esteem is more prominent than social needs for some people. Furthermore, the need theory's simplicity has been criticized for not accounting for societal needs at a particular time, for example, recession or war (Cianci and Gambrel 2003). If the amount of income support received is close to the amount of compensation received from a job, it is evident that unemployment becomes a tempting alternative to being employed. In these cases, the motivation to work is weakened because they get paid by staying at home and maintaining more leisure time. (Parpo 2007.) Another problem can be that not everyone is willing to do any job, especially if they get paid by staying home. There is a lot of work in Finland in which Finns are not interested (Pennanen, 2016). It could lead to firing the employee and then to more self-confidence problems. (Nordmayer 2017.)

Another problem that could lower motivation is fear of failure, which is also linked to the low self-confidence problem. There can be huge problems when someone is afraid to fail at work. Fear is the worst feeling to have when wanting to do something. The motivation of someone can drop from high to low, even when there are no self-confidence problems. Or when there are self-confidence problems, the job seeker can be afraid to even apply for a job because they could think that they will not get the job as previously mentioned. (Nordmayer 2017.)

When people come to Finland abroad, they can also have some motivational problems that

Finnish people do not even know. Of course, the motivational problem mentioned before is the language barrier, which is probably the biggest problem. But there can also be more. In their questionnaire, the authors asked what motivates the students who are from abroad to find a job in Finland. Therefore, it is discussed more in the empirical part of the thesis. If one can get the same money from the government for free and only focus on one's studies, why would anyone not raise that money and work instead.

Month of aid during the calendar year	Annual income limit (EUR per calendar year)
1	22,330
2	21,020
3	19,710
4	18,400
5	17,090
6	15,780
7	14,470
8	13,160
9	11,850
10	10,540
11	9,230
12	7,920

FIGURE 3-1. Student's annual income limits (Kela 2017)

Heggeness (2020), using CPS and focusing on couples, women, and men, differ in that mothers in early closure have higher average weekly work hours than mothers in late closure, while fathers work fewer hours. Meanwhile, when the two have children, the options are different, and only 10% of men offer all considerations (USC Center for Economic and Social Research 2020; Zamarro, Perez-Arce, and Prados 2020 year). About 25% of parents share the care.

3.4 In-depth interview method

Almost all the motivational problems link to each other in some ways. As earlier mentioned, when someone gets compensation from just being at home, the lack of interest can also be the biggest problem. Lack of interest can decrease one's motivation to a zero, to not even want to find a job. When talking about students, some do not want to work because when one works too much and gets too much money, they can lose it if they get the money from the government. (Nordmayer

2017.)

The primary data for this study were collected through an online questionnaire. The online survey can get positive responses from respondents because students majoring in business are more inclined to get information through the Internet. In addition, online questionnaires can save time and reach more people. The survey was published in Chinese on <https://www.wjx.cn/>, a free online survey site commonly used in China. Links to the questionnaire were then snowballed through WeChat and QQ, widespread among the Chinese. Before setting up the questionnaire, the author will conduct open interviews with the designed interview outline through We Chat, face-to-face interviews, etc., while guiding the interviewees to provide corresponding details and feelings. The duration of each interview is 45-60 minutes, and the interviewee is trained to tell the truth in a relaxed environment. After each interview, the author categorized the critical points of the recorded interview content into files through the word. It also guides the questionnaire design of user-generated content behavior.

Human needs are constantly changing, and as in the hierarchy, when some needs are fulfilled, we seek to fulfill the next ones. It makes sense also in the working life: a raise or a new, more challenging task will not motivate a human for the next ten years. Every employee needs some change with time, and managers need to adapt to these changing needs if the motivated workforce is wanted. (Tanner, 2017) Concurrent research on the early effects of the pandemic on the labor market finds that women, particularly those with young children, are more affected than men on average (Montenovo et al. 2020; Zamarro, Perez-Arce, and Prados 2020). However, Sevilla and Smith (2020) find a drop in the gender child-care gap in the U.K., as furloughed men picked up some of the increase in household-provided child care.

Additional information in the analysis concerns the plausibility that an individual's job (or their spouse's job, if applicable) can be done remotely. In most cases, the remote job variable takes a value of 0 for not being able to be done remotely and 1 for being able to be done entirely remotely. So the value reflects the share employed in the profession who can work remotely.

4.DATA ANALYSIS

This chapter is based on combining and analyzing related research results. Combining information better to understand the employment model of the sharing economy, we have designed an electronic questionnaire to conduct related data surveys. Based on the study of the employment model of the sharing economy, this survey will use stratified sampling and simple random sampling. Combine sampling methods to conduct investigations. A comprehensive descriptive and systematic analysis of the data was carried out, and the basic situation of the sample was fully understood and mastered. Using SPSS regression analysis to comprehensively analyze the problem, carry out in-depth data mining, and propose scientific research results.

4.1Data Analysis of the Surveys

The first question for both Finnish and English questionnaires was 'Are you working during your studies?'. For the Finnish questionnaire, 219 students answered this question. 65% of the respondents answered that they are working while studying, while about 35% responded that they are not working. In the English questionnaire, there were 41 answers. 48% answered that they are working while studying, while 52% of the respondents answered that they are not working currently during their studies. If a student was not presently working, the survey guided to move on to question number six.

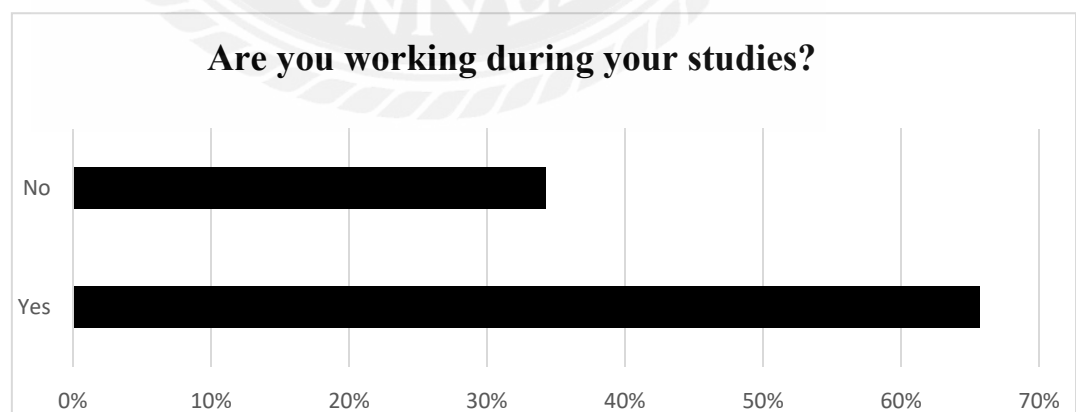


FIGURE 4-1. The number of working and non-working Finnish students

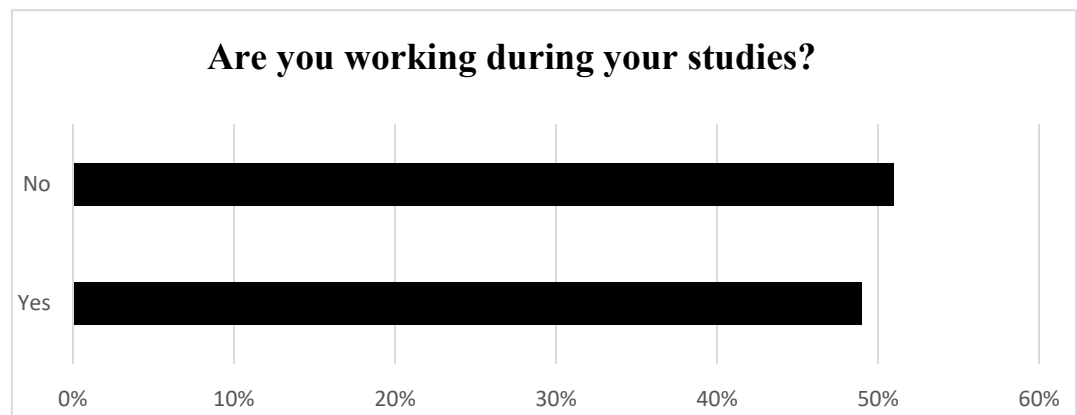


FIGURE 4-2. The number of working and non-working international students

The second question in both surveys was 'Do you work only on weekends or also during the week?'. There were three answer options, weekends, week, or both. In the Finnish questionnaire, there were 144 answers to this question. 10% of the respondents worked only on the weekends, 38% answered during the week, and 52% responded that they worked both during the week and weekends. In the English questionnaire, there were 22 answers to this question. Out of those, 18% answered that they work on weekends, 28% during the week, and 54% answered both.

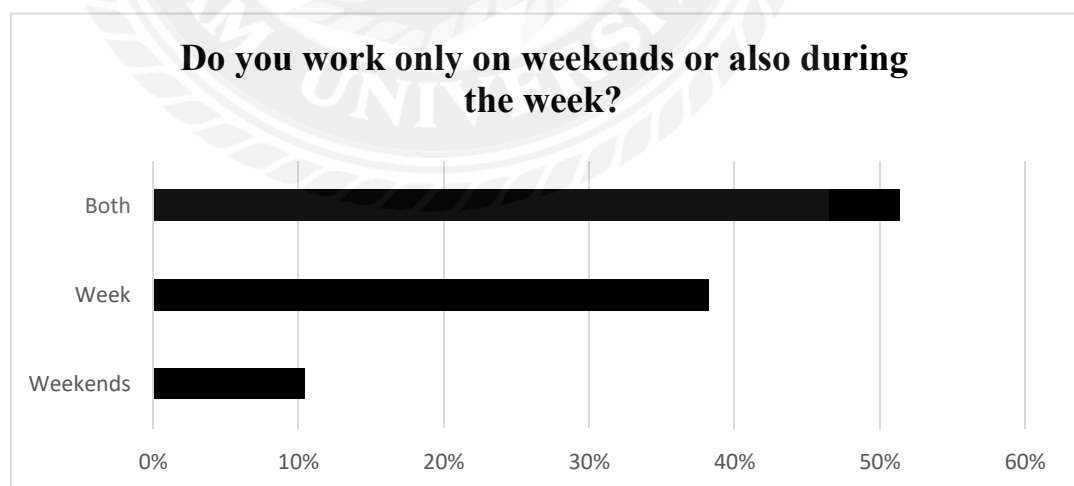


FIGURE 4-3. The times of working for Finnish students

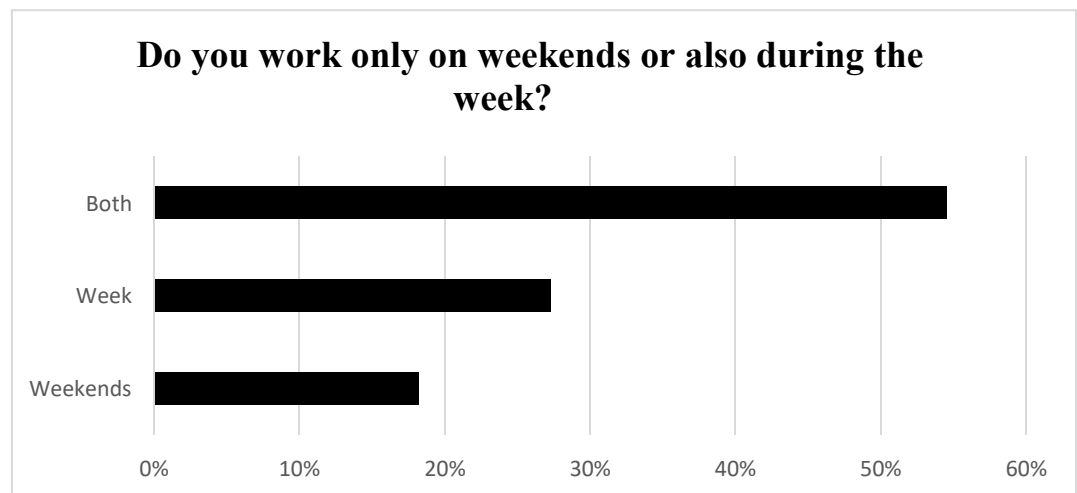


FIGURE 4-4. The times of working for international students

The third question was 'Is your contract...?' and the answer options were temporary or permanent. In the Finnish questionnaire, the number of answers was 143 to this question. 43% answered that their contract is quick, and 57% responded that their contract is permanent. In the English questionnaire, the number of answers was 22. 73% of the responses were that their contract is temporary, and 27% of the answers were permanent.

From this rate, there can be seen that international students have a lot more temporary positions, whereas Finnish students have more permanent jobs in the companies they are working.

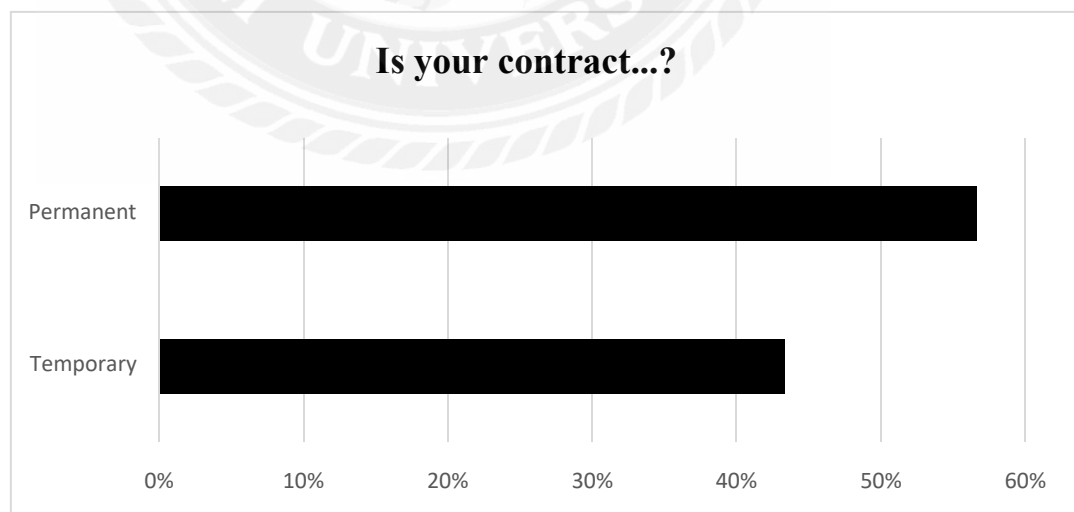


FIGURE 4-5. The type of contract for Finnish students

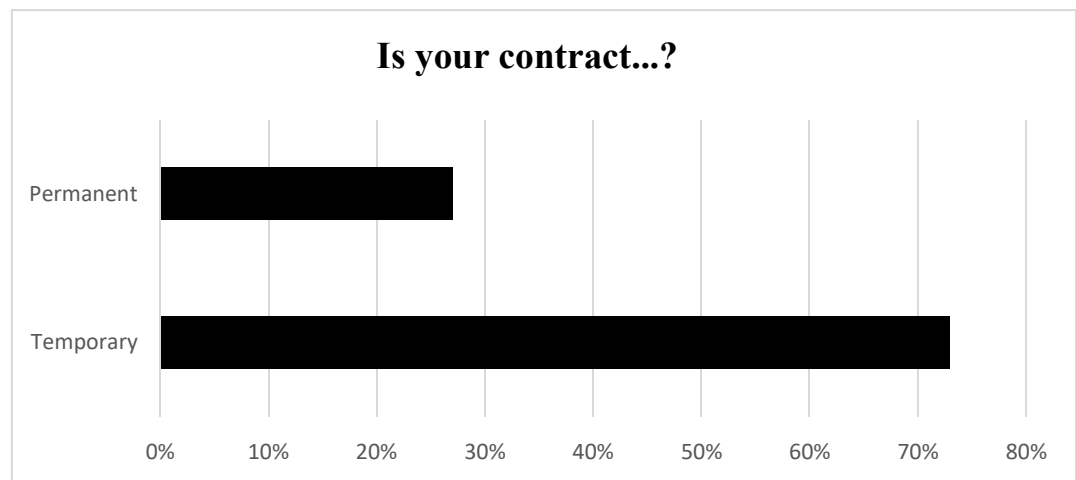


FIGURE 4-6. The type of contract for international students

The fourth question in the questionnaires was 'Which factors affected your search of a job, money, experience, other, what?' This was an open question in which the respondents could answer what they wanted. The Finnish questionnaire got 140 answers, and the English questionnaire got 21 responses. Out of 140 Finnish respondents, 80% responded that money is the reason for working. Also, 30% mentioned experience as one factor.

17% of the people answered that they were already working when they started studying and continued in the same place during their studies. In the English questionnaire, 62% of the respondents answered that money was a factor when searching for a job. 33% out of 21 responded that they want to better their language skills, and 38% answered that experience is essential. Both of the questionnaires got pretty similar answers, so we can see that Equal forces drive Finnish students and students from abroad.

Other factors Finnish students mentioned affecting their search for a job were an opportunity to get an internship in the same place, gaining expertise in, for example, skills such as customer service, teamwork, and independent effort. Also, an exciting job offer or other benefits and the actual wage affected the willingness to work. Furthermore, some students also wanted to do something other than only study to learn more in general and gain new aspects of life.

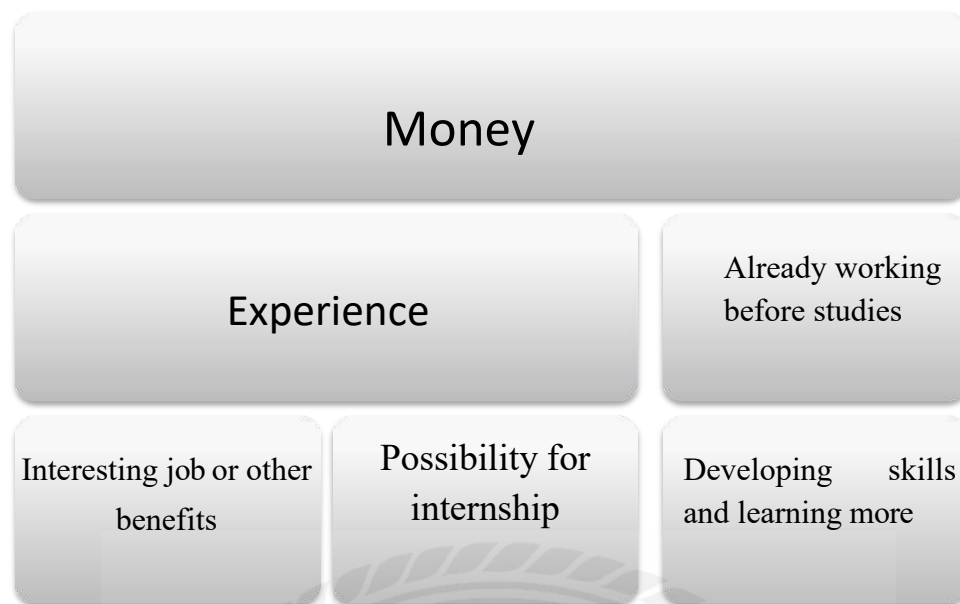


FIGURE 4-7. Reasons for working during studies

The fifth question was 'How did you get the job, former summer job, practical training, application, other, what?', which was also an open question. The Finnish questionnaire got 137 answers, and the English questionnaire got 18 replies. In the Finnish questionnaire, 28% of the respondents answered that they had an earlier summer job that they continued to work in during their studies. 30% responded that they made an application to the company they are currently working and 14% answered they got their job through practical training. In the English questionnaire, the answers were not so clear compared to the Finnish questionnaire. There were a lot of different solutions; for example, application to the company, practical training, and getting the job through a friend stood out the most.

Question six was different in the Finnish questionnaire and the English questionnaire. The Finnish questionnaire asked, 'How well does student allowance cover your expenses?' and the answers were 'poorly, below average, can not say, moderately, well.' Out of 216 responses, only 4% answered they are doing well with the student allowance. 16% responded somewhat, 12% answered can not say, 29% answered below average, and 40% of the respondents answered that their expenses are covered poorly with the student allowance.

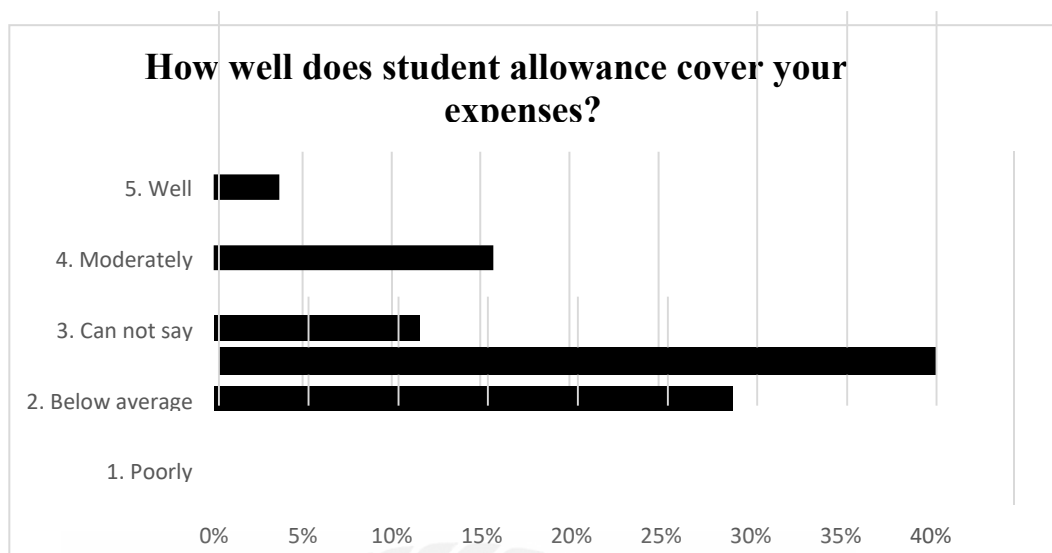


FIGURE 4-8. The sufficiency of student allowance for Finnish students

The English survey's question 6 was 'As a foreign student, what challenges other than language barrier have you had in finding a job here in Finland?'. The most common answers apart from language were apart from language racism and lack of contacts.

The seventh question in the Finnish questionnaire was 'LUAS has a service providing information about open job placements. Are you aware of this service? (Yammer)'. The answering options were 'No, Yes I am aware, and Yes, I am aware and I have utilized it'. 219 people answered to this question, which means all of the respondents answered. 41% answered they do not already know about the service. 52% of the respondents are aware of the service, and 7% answered they are aware of the service and have utilized it before.

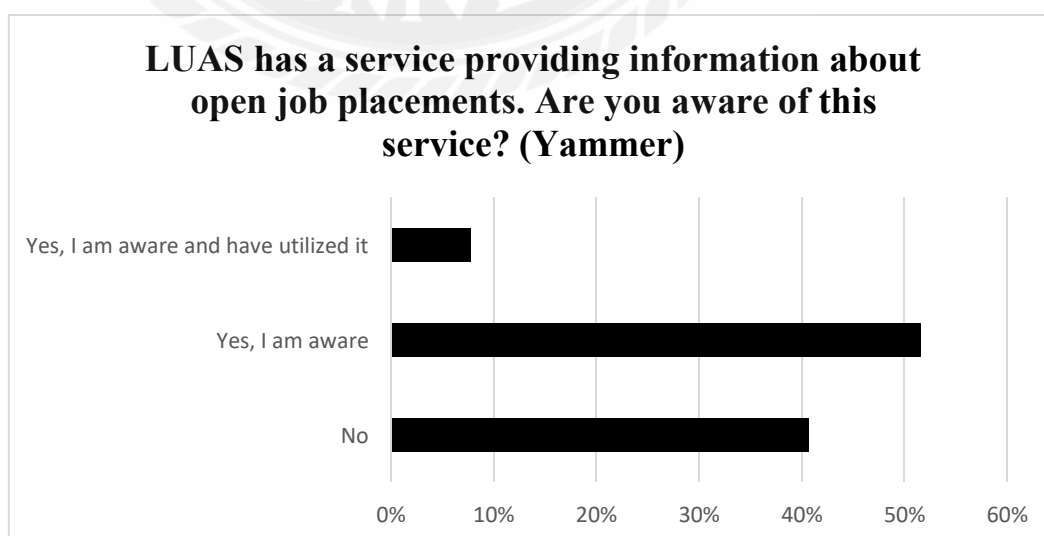


FIGURE 4-9. Yammer awareness amongst Finnish students

The seventh question in the English questionnaire was 'How do you feel, have you gotten enough support from LUAS in finding a job?'. The answer options were 'Not at all, A little bit, Can not say, Got support below average, and Got support well'. The number of answers was 41, so all of the respondents answered to this question. Only 2% answered that they have gotten support well. 15% answered that they got support a little bit.

24% answered can not say, 20% answered a little bit, and 39% answered not at all.

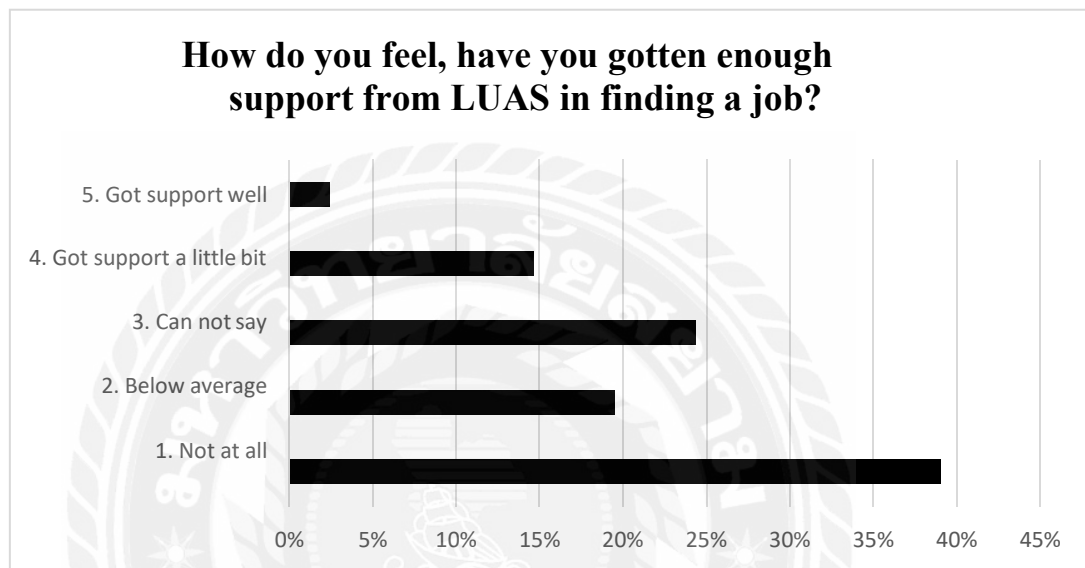


FIGURE 4-10. Support received from LUAS according to international students

The eight question in the Finnish survey was the same as the seventh question in the English survey, 'How do you feel, have you gotten enough support from LUAS in finding a job?'. The answer options were 'Not at all, A little bit, Can not say, Got support below average, and Got support well'. This question got 216 answers. In this, also only 2% of the respondents answered that they got support well. 8% answered they got a little bit support, can not say got almost half of the answers, 49%. 13% answered that they get support below average, and 28% answered they do not get any support.

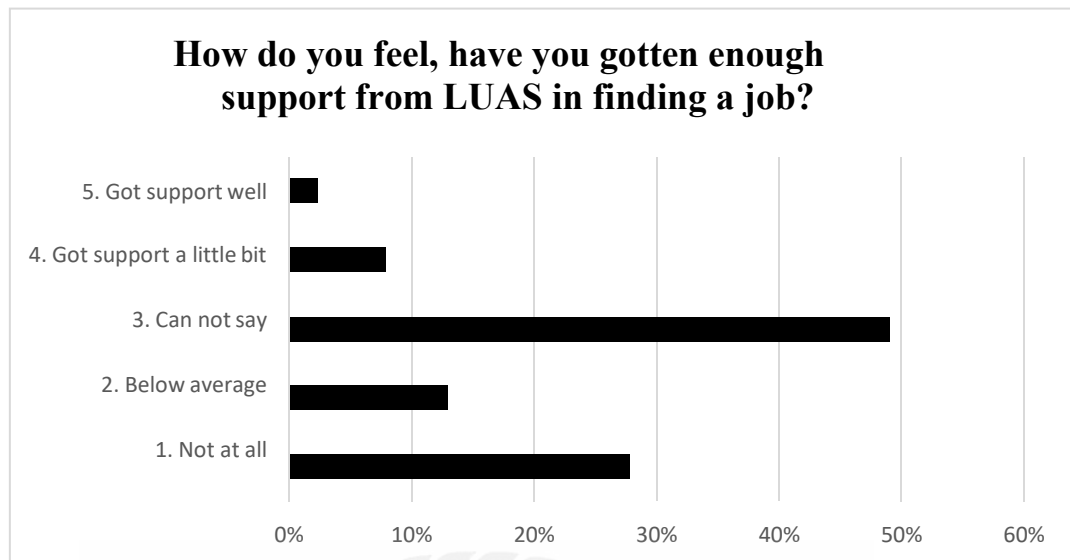


FIGURE 4-11. Support received from LUAS according to Finnish students

The eighth question in the English survey was 'What kind of support would you want to have when trying to find a job?'. This one was an open question that got 36 answers. The answers were all quite different, which shows that the students have other ideas about what kind of support they would like to get. For example, most respondents want to have links or possible openings provided to them, which suggests that LUAS should inform more students about Yammer.

Also, some of the respondents would like to have support with their CV and application. The ninth and final question in the Finnish questionnaire was also 'What kind of support would you want to have, if any, when trying to find a job?'. This question got 84 answers. Some of the respondents said that it would be good to have some course where students could learn, for example, how to make a good CV or application or perform in an interview, because that could be a new situation for a lot of people.

However, some of the answers mentioned that students do not assume school gives any kind of support to them and that LUAS already has provided enough for them. The final question in the English questionnaire was 'LUAS has a service providing information about open job placements. Are you aware of this service? (Yammer)'. This question got 41 answers, and the answer options were 'No, Yes, I am aware, and Yes, I am aware and have utilized it. 49% answered that they are not mindful of Yammer, 44% responded that they are aware of it, and only 7% answered they are knowledgeable and have utilized it in the past.

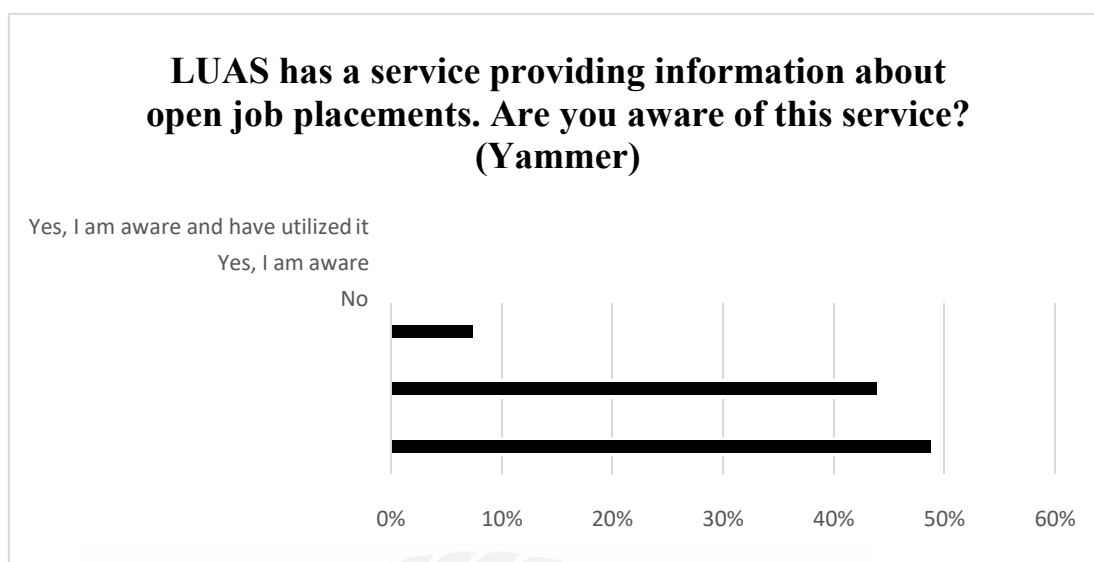


FIGURE 4-12. Yammer awareness amongst international students

4.2 ANOVA analysis

Gender as a factor , " gender influence " , " English level influence " , " computer level influence " , " graduate school influence " , " professional background influence " , " qualification certificate influence " , " social practice experience influence " , " achievement influence " do single factor ANOVA.

Results:

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Gender impact	Between Groups	.180	1	.180	.204	.653
	Within Groups	42.320	48	.882		
	Total	42.500	49			
English proficiency	Between Groups	2.420	1	2.420	12.410	.001
	Within Groups	9.360	48	.195		
	Total	11.780	49			
Impact of computer level	Between Groups	3.380	1	3.380	6.438	.014
	Within Groups	25.200	48	.525		
	Total	28.580	49			
Impact of graduation institutions	Between Groups	.180	1	.180	.603	.441
	Within Groups	14.320	48	.298		
	Total	14.500	49			
Impact of professional background	Between Groups	.000	1	.000	.000	1.000
	Within Groups	13.520	48	.282		

	Total	13.520	49			
Impact of qualification certificate	Between Groups	.500	1	.500	.872	.355
	Within Groups	27.520	48	.573		
	Total	28.020	49			
Impact of social practice experience	Between Groups	.320	1	.320	.356	.554
	Within Groups	43.200	48	.900		
	Total	43.520	49			
Impact of performance	Between Groups	.320	1	.320	1.280	.264
	Within Groups	12.000	48	.250		
	Total	12.320	49			

It can be seen from ANOVA that only "English level influence" is 0.001," computer level influence "is 0.014 is less than significant level 0.05, and other dependent variables are more than 0.05.

- ② **Major as a factor "," gender impact "," image impact "," English level impact "," computer level impact "," graduate school impact "," professional background impact "," qualification certificate impact "," social practice experience impact "," achievement impact "do single-factor ANOVA, chart Results:**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Gender impact	Between Groups	.500	1	.500	.571	.453
	Within Groups	42.000	48	.875		
	Total	42.500	49			
English proficiency	Between Groups	.980	1	.980	4.356	.042
	Within Groups	10.800	48	.225		
	Total	11.780	49			
Impact of computer level	Between Groups	.002	1	.002	.004	.952
	Within Groups	28.578	48	.595		
	Total	28.580	49			
Impact of graduation institutions	Between Groups	.056	1	.056	.185	.669
	Within Groups	14.444	48	.301		
	Total	14.500	49			
Impact of professional background	Between Groups	.720	1	.720	2.700	.107
	Within Groups	12.800	48	.267		
	Total	13.520	49			
Impact of qualification certificate	Between Groups	.642	1	.642	1.126	.294
	Within Groups	27.378	48	.570		

	Total	28.020	49			
Impact of social practice experience	Between Groups	.320	1	.320	.356	.554
	Within Groups	43.200	48	.900		
	Total	43.520	49			
Impact of performance	Between Groups	.009	1	.009	.035	.853
	Within Groups	12.311	48	.256		
	Total	12.320	49			

In the ANOVA table, we can see that only "English level influence" is 0.042, less than significant level 0.05, and the accompanying probability of other dependent variables is greater than 0/05. It shows that the influence of English level on employment is significantly different, and there is no significant difference in other dependent variables.

- ③ **As a factor , " source of students "makes one-way ANOVA on gender, image, English, computer, graduate, professional background, qualification, social practice and achievement**
Results:

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Gender impact	Between Groups	1.837	1	1.837	2.168	.147
	Within Groups	40.663	48	.847		
	Total	42.500	49			
English proficiency	Between Groups	.117	1	.117	.481	.491
	Within Groups	11.663	48	.243		
	Total	11.780	49			
Impact of computer level	Between Groups	.761	1	.761	1.312	.258
	Within Groups	27.819	48	.580		
	Total	28.580	49			
Impact of graduation institutions	Between Groups	.000	1	.000	.000	1.000
	Within Groups	14.500	48	.302		
	Total	14.500	49			
Impact of professional background	Between Groups	.023	1	.023	.083	.774
	Within Groups	13.497	48	.281		
	Total	13.520	49			
Impact of qualification certificate	Between Groups	.551	1	.551	.963	.331
	Within Groups	27.469	48	.572		
	Total	28.020	49			
Impact of social practice experience	Between Groups	2.645	1	2.645	3.106	.084
	Within Groups	40.875	48	.852		

Total		43.520	49			
Impact of performance	Between Groups	.101	1	.101	.398	.531
	Within Groups	12.219	48	.255		
	Total	12.320	49			

It can be seen in the ANOVA table that the accompanying probability of the eight dependent variables is greater than 0/05, which indicates that the opinions of the respondents in different source areas in this survey have reached a consensus on the influence of these factors on employment, and there is no significant difference.

- ④ **Whether or not to sign a contract as a factor to "gender impact "," image impact "," English proficiency impact "," computer level impact "," graduate school impact "," professional background impact "," qualification certificate impact "," social practice experience impact "," achievement impact" do single factor ANOVA, step diagram slightly**

- ④
Results:

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Gender impact	Between Groups	29.349	1	29.349	107.124	.000
	Within Groups	13.151	48	.274		
	Total	42.500	49			
English proficiency	Between Groups	.534	1	.534	2.279	.138
	Within Groups	11.246	48	.234		
	Total	11.780	49			
Impact of computer level	Between Groups	1.524	1	1.524	2.705	.107
	Within Groups	27.056	48	.564		
	Total	28.580	49			
Impact of graduation institutions	Between Groups	.099	1	.099	.331	.568
	Within Groups	14.401	48	.300		
	Total	14.500	49			
Impact of professional background	Between Groups	.869	1	.869	3.298	.076
	Within Groups	12.651	48	.264		
	Total	13.520	49			
Impact of qualification certificate	Between Groups	.091	1	.091	.157	.694
	Within Groups	27.929	48	.582		
	Total	28.020	49			
Impact of social practice experience	Between Groups	28.806	1	28.806	93.968	.000
	Within Groups	14.714	48	.307		

Total	43.520	49			
Impact of performance					
Between Groups	.133	1	.133	.526	.472
Within Groups	12.187	48	.254		
Total	12.320	49			

In the ANOVA table, we can see that only "gender influence" is 0," social practice experience influence "is 0, less than significant level 0.05, and other dependent variables are more than 0.05. It shows that there are significant differences in the influence of English level and social practice on employment.

3) correlation analysis

Do an analysis of academic achievement, scholarship, contract and social practice, as shown below

Results:

Correlations					
		Regular participation in social practice	Did you get a scholarship	Academic performance during study	Signing up
Regular participation in social practice	Pearson Correlation	1	1.000**	.987**	-.752**
	Sig.(2-tailed)		.000	.000	.000
	N	50	50	50	50
Did you get a scholarship	Pearson Correlation	1.000**	1	.987**	-.752**
	Sig.(2-tailed)	.000		.000	.000
	N	50	50	50	50
Academic performance during study	Pearson Correlation	.987**	.987**	1	-.759**
	Sig.(2-tailed)	.000	.000		.000
	N	50	50	50	50
Signing up	Pearson Correlation	-.752**	-.752**	-.759**	1
	Sig.(2-tailed)	.000	.000	.000	
	N	50	50	50	50

** . Correlation is significant at the 0.01level (2-tailed).

In the above correlation analysis table, we can see that there is a highly positive correlation between the three variables of "academic achievement during reading "," whether to have a scholarship" and "whether to participate in social practice frequently ", while" whether to sign "is moderately negative correlation with the other three variables. So you can see that excellent students are more likely to sign up.

4.3 The impact of the epidemic on the graduate employment of business administration students

The continuous development of the new crown pneumonia has had a certain impact on my country's economic and social development, making the employment situation of college business management graduates more severe. The specific analysis is as follows:

4.3.1 For employment and job hunting

Part of the business administration students looking for jobs in the spring is that they have not found a suitable position in the autumn recruitment and re-enter the spring recruitment market. Part of it is because of the failure of the postgraduate entrance examination and passive entry into the job market. The number of groups who failed in postgraduate entrance examinations is enormous and is most affected by the epidemic. According to estimates of the number of admissions in previous years, considering the favorable factors that the Ministry of Education plans to expand the enrollment of 189,000 postgraduates in 2020, there are still about 2.2 million postgraduate students who will face failure more than a quarter of all graduates. This part of the students focused on preparing for the exam early did not have the time and energy to produce resumes and prepare for interviews. It lacked the necessary preparation for entering the workplace. Due to the spread of the epidemic, market demand has been suppressed, and downward pressure on the economy is heavy. The recruitment plans of many companies have been adjusted or postponed accordingly. Some companies have reduced the number of recruits. According to the survey of recruitment platforms such as BOSS direct employment, the number of new jobs for college graduates in 2020 will drop by 49% year-on-year. The demand for graduates from small and micro enterprises with less than 100 employees will drop by more than 60% year-on-year. The stacking of unfavorable factors has caused this group to be significantly disadvantaged in the job market. In addition, civil service examinations and public institution recruitment interviews are at a standstill, and the employment process is blocked, resulting in business administration graduates being unable to find jobs as soon as possible.

4.3.2 For graduates

Some people regard 2020 as the "most difficult year for employment" for college students on the Internet. "With the continuous development of the epidemic, the employability of fresh college students has become one of the hot topics in the current society.

At this stage, college students cannot find jobs is not only a series of changes in the market environment and changes in the recruitment needs of enterprises caused by the "pneumonia epidemic caused by the new coronavirus." In contrast, more business administration majors have not looked for reasons from themselves, they still attribute the problem to "environmental changes under the epidemic." Only focus on the current situation, tend to work with high salaries and comfortable environment, and cannot grasp the "online recruitment" opportunities during this period. This kind of employability of business administration students cannot provide social enterprises with professional services that meet their development needs, nor can they give full play to their own innovation and creativity. Therefore, the employability of business administration students needs to be improved.

4.4 Validity and Reliability

The purpose of the research is to find answers to the research questions, and in this research. The objectives were met as the answers were found. The information was gathered from secondary sources, such as books and internet sources, and a primary source by implementing a survey to collect data on business students' employment at Lahti University of Applied Sciences. Validity measures the degree to which the research findings honestly answer the research question (Saunders, Lewis & Thornhill 2009, 157). As mentioned, exciting conclusions and answers to the research questions were found so the research could be considered valid. Considering a high degree of reliability means that another researcher could make the study on a different occasion and still yield the same results (Saunders, Lewis & Thornhill 2009, 156). In general, the research findings are reliable, at least in Finland. The rate of employed students is quite the same, and students in other cities presumably suffer from the same challenges. However, there can also be additional challenges in a different town, or if the research is repeated in the future, the situation might be different. All in all, at the time, the reliability of the study is good.

5.CONCLUSION

This chapter draws a conclusion based on the results of regression analysis. Based on the purpose of improving the efficiency of Under the COVID-19 epidemic, the "employment dilemma" of college students in my country, and the corresponding pain points and difficulties of college students' employment work, and research on optimization strategies for employment guidance have become important needs.r.

5.1 Conclusion

To sum up, in the context of the epidemic, some professional knowledge reserves, adaptability, problem-solving abilities, and resource development and utilization abilities of college students majoring in business administration show obvious deficiencies. According to the survey, graduates have different learning expectations for the previous semester. Still, due to the influence of the epidemic, most study at home, the effect is average, and the progress in bachelor thesis/design is not so satisfying. Graduates are full of concerns about their ability to graduate (on time) and would like to offer online graduation services on knowledge learning, dissertation guidance, review submissions, and defense. According to the survey, when it comes to choosing a destination after Graduation, finding a job is the first choice and practice for graduates of various universities, followed by domestic study abroad and study abroad. Adverse effects; 73.94% of interviewed graduates do not yet have a clear place of employment. Graduates hope that the country will continue to implement relevant measures to stabilize employment, improve graduate support services for appropriate employment channels, and overcome the employment risks and challenges posed by the epidemic.

COVID-19 Affects Alumni's Learning Style and Effects

Graduates have basically completed the courses set by the school, but most graduates have a strong desire to learn and are looking forward to the previous semester. According to the survey, 53.08% of students generally answered that "learning is infinite and I want to grasp it firmly," and 18.51% responded that "whatever happens, I have to learn something." Last semester. Under the influence of the epidemic, graduates can only study at home, but the benefits of home study are not ideal. Overall, only 2,136 graduates felt "very good or better," accounting for 22.30%. Compared to women, local registered permanent residents, engineering, agriculture, and medical students, the percentage of males, urban registered

permanent residents, and humanities and social sciences students who felt that the effect was "very good" was slightly higher. Rice field. 4.55%, 6.41%, and 0.17%; Occupational graduates, bachelor's and above graduates feel the effect is "very good and good," 8.24% slightly lower.

A bachelor thesis/design is a core academic task for college graduates. As a result of self-evaluation at the time of completing the individual graduation thesis/design, 68.65% are "5 points or less," and 31.35% are "5 points or more" (1 means that they have not started yet). Ten means completion). Most students' bachelor thesis/design work is not going well.

According to the survey, 4,599 students say that epidemics harm the completion of their dissertation, accounting for 48.23%. Among them, the percentages of male students and undergraduate students who answered that they had a "negative impact" were high at 52.44% and 54.13%, respectively. Of the humanities and social sciences students, 46.90% and 44.55%, respectively, said they had a negative impact. The main adverse effects are no reference material around (60.90%). Lack of communication with teachers (47.66%); Lack of quiet writing environment (47.25%); Inability to go to school to experiment, Lack of data support for dissertations (34.61%); Outside for research There is a shortage of paper material (32.09%). Trend information affects writing mood (21.94%).

COVID-19 causes widespread graduation worries and hassles

The previous semester is not only a valuable opportunity for graduates to check and fill in dropouts, but it is also an important time for bachelor thesis/design. However, the sudden outbreak of COVID-19 in early 2020 disrupted graduates' research and writing plans and posed significant challenges and difficulties in graduation arrangements and practices, and they are generally (on time).) I was wondering if I could do it) Graduation is full of worries. According to the survey, all students surveyed (9535) are worried about Graduation, of which 49.75% have "three concerns," 27.56% have "two concerns," and 22.68% have "one concern." I'm waiting. ". Concerns are mainly reflected: how to resolve the course that must constitute an exam or retake (10.23%) whether the bachelor/design quality requirements are met (61.19). %), When will the bachelor/design be sent for an external review for an epidemic (16.97%), it will not be able to participate in defense (17.01%), whether to graduate on time (%) 58.13%), which affects whether it affects the next stage of research and work (56.52%) and others (7.03%).

Most universities have taken timely measures and achieved specific results. According to a survey, 8466 students account for 88.79%, including schools that encourage teachers to

provide online guidance for their bachelor thesis/design (81.74%) to ensure that students complete their studies. It states that it is taking measures. And students using school graduation information. College students are important resources that are vigorously cultivated by colleges and universities to provide impetus for social development. The employability of business administration majors directly affects their future career development and their ability to provide services to enterprises. Based on this, colleges and universities should combine the shocks and frustrations in employment of college students during the epidemic, analyze in depth the reasons for the lack of employability of college students, adjust the teaching system, optimize teaching content, strengthen school-enterprise cooperation, and continuously improve the comprehensiveness of college students majoring in business administration. Accomplishment, improve their employability, encourage college students to calmly face unexpected situations such as the epidemic, reduce the impact of changes in the social environment on employment and career development, and provide guarantees for the comprehensive development of college students. A review of the job factors by gender also leads to some interesting findings. The results from our sample indicated that both male and female students viewed working conditions more favorably with SMEs than MNCs, which differs from the conclusions of Teo and Poon (1994) and Moy and Lee (2002). A second contradiction was that males in our study felt SMEs offered more job security, although females still viewed MNCs as having more job security. One other notable difference between males and females was the significance of job factors in shaping their perceptions of employment with SMEs and MNCs. Whereas seven of the job factors were significantly related to the employee perception of males for SMEs, eight factors were significantly associated with the female perception of employment with MNCs. Interestingly, the pay was a significant factor for both males and females concerning their perceptions of engagement with SMEs, but not for MNCs.

Computer technology will continue to penetrate the workplace, enhancing its ability to replace and complement human worker roles. Nonetheless, this article generally focuses on the experiences of business graduates who can take advantage of new employment opportunities emerging in a changing work environment. A vital point of the study is that while graduates acknowledge that their formal education opened the door to their first job, they learn new skills needed for job structure changes. It underscores the importance of continuing education or vocational training sex. In previous research, graduates believed that well-defined basic tasks mainly were automated. This allows highly skilled workers to focus on undefined functions that require human negotiation and decision-making to meet customer

needs. Graduates expressed the need to learn advanced technical skills and emphasized the importance of non-technical skills known in the literature as soft skills (Neubert et al., 2015).

The findings of this survey have direct implications for business schools. First, changes in job structure directly affect the type and level of skills employers need. The divergence between business graduate competencies and employer expectations may limit early employment and career advancement (Dolton and Silles 2008; McGuinness and Sloane 2011). Educational institutions need to consider career changes (designing the technical structure of educational programs). Still, courses are designed by academia with limited input from practitioners, so U.S. institutions of higher education have remained the same for decades. The skills must teach and the way education is delivered are aligned with changes in the job structure. We need to provide an environment in the classroom that encourages creativity and innovation. The jobs where students graduate require problem solvers who can assess the situation at the system level and collaborate with others on continuously improving the organization. The challenge for business schools and higher education institutions is to provide students with opportunities to develop these skills. There is no doubt that the relationship between institutions and employers needs to be strengthened.

Since males preferred employment with SMEs, this may indicate that other factors such as working conditions, managerial quality and relationships, and decision-making involvement are more attractive than financial rewards from their employers. This may also indicate that job security, a significant factor in females' perception of MNCs, plays a more critical role in the employment decision of young female professionals.

5.2 Discussion

(1) Adjust the direction of professional talent training based on the actual needs of the market

To stand out in the fierce market competition, college students should strengthen their professional knowledge learning, improve professional skills, enhance their practical ability, and pay attention to enhancing their comprehensive quality. Therefore, contemporary college students should keep up with the pace of the times enhance competition and Employment awareness. In the four years of college, you should complete the course and majors in stages and purposefully. At the same time, you should gradually improve your self-cultivation, enrich your connotation, and become a highly competitive applied talent; it is necessary to have broad and solid fundamental knowledge and profound professional knowledge. To meet

the needs of social development and seek development in the fiercely competitive market economy, employers have higher and higher requirements for the knowledge structure of applicants, not only to know more but also to be practical. With the development of the market economy, the design of various industries is constantly adjusted. Occupational positions will continue to change, so college students must have solid basic knowledge as engineering graduates with business backgrounds. Different from cultivating talents in engineering majors in other comprehensive universities, in addition to having solid engineering professional knowledge, we must also master some business knowledge such as finance, business management, etc. The second is to focus on the cultivation of good ideology and morality. When recruiting, many employers attach great importance to the "virtue" of significant students and regard professionalism and sense of responsibility as the primary conditions for recruitment. Again, focus on cultivating social skills, innovation, and teamwork spirit.

Combined with the analysis of the current situation of the employability of business administration majors under the background of the epidemic, it is recommended that colleges and universities should recognize the shortcomings of the current professional college students' employability, adjust the direction of talent training for business administration majors in a timely manner, combine the actual market environment changes, and grasp market needs. Formulate a talent training system that can meet the needs of enterprise development, focus on improving college students' sense of social responsibility, train college students to form good adaptability, resource integration and utilization ability, opportunity grasp ability, and improve students' psychological quality. In this process, colleges and universities should clarify the purpose of training talents in business management majors, make specific cases based on the students' response to the epidemic, and integrate the cases into curriculum teaching, so as to cultivate practical students who can respond flexibly to emergencies talent.

People are part of the social environment. An excellent educational environment helps students develop good behaviors and habits in growing up and consciously establish a correct outlook on life, world outlook, and values. Given the employment concept education environment, business departments can carry out work from ideological guidance and practical operation. The first is to use the power of the media, especially the media in the new era, to strengthen the direction of public opinion on the employment outlook of college students. In the information age, media is essential for students to obtain information. Whether the information environment that students are exposed to daily meets the

requirements of advanced socialist culture is the critical factor for young students' career-choice education. The campus is the long-term residence of students during their higher education, and the campus environment is closely related to the establishment of students' outlook on life, world outlook, and values. The family is the environment that young students have the most exposure to as they grow up. The opinions of family members, especially parents, often play a pivotal role in the decision-making process of young students. At present, many parents are accustomed to using one-sided standards, such as salary level and job stability, to judge young students' employment choices, which leads to young students being unable to make reasonable decisions when they are employed. Communicate employment choices with parents, listen to parents' valid opinions, and choose careers rationally.

(2) Optimize the subject system and further improve the professional skills of students

Schools and employment departments must first formulate scientific and reasonable educational goals for employment concepts. The goal is the direction of action. Without a proper plan, the work will quickly lose focus and make useless efforts. Reasonable goals can lead students to establish a good employment outlook, help students recognize the employment situation in the employment process, and make the most appropriate choice. Setting reasonable goals requires schools and employment departments to guide students to realize the importance of employment actively. Employment is a channel to realize personal ideals and values, and it is also an essential means to promote national economic and social development: wealth and spiritual wealth. Therefore, colleges and employment departments should guide students to organically unify their ideals and national needs in the process of employment, fully aware of the critical mission that the current young generation shoulders in the process of realizing the Chinese Dream of the great rejuvenation of the Chinese nation, and in the choice of work. In the process, we should consider the realization of personal value and recognize the historical responsibility undertaken, establish a spirit of hard work, go to the grassroots, go to the west, and go where the country needs it most.

The rapid development of online payment tools and payment modes has brought a profound change to the economic and social development of the whole world. It has dramatically changed the transaction and behavior of human society. Therefore, we need to strengthen the professional growth and professional ability training of college teachers and carry out the movement of imparting knowledge teaching skills, guiding teaching skills, information-based learning, and teaching ability. The foreign trade jobs provided by

enterprises in the foreign trade industry, tiny and medium-sized enterprises, mainly include four tasks: foreign trade marketing, document clerk, customs declaration, and inspection declaration. Certificate to work. Targeted efforts should be promoting the development of industry-university-research cooperation in the education industry and form significant professional characteristics. Focus on solving the government's function of guiding industry-university-research cooperation, and empirically study the mode and method of industry-university-research cooperation.

Setting reasonable goals secondarily requires helping students recognize differences in employment. Every student is a different individual, and each individual may have completely different characteristics in terms of personal qualities, hobbies, and personal ideas. Students should realize that employment is a differentiated process, and the most suitable employment options vary from person to person. Schools and employment departments should guide students not to blindly follow the choices of others in the employment process, carefully evaluate their characteristics, and choose the most suitable employment for them.

Based on the analysis of the current situation of the employability of business administration majors under the background of the epidemic, colleges and universities should understand that “in emergency situations, in order to ensure stable employment of students, they must focus on improving students’ actual abilities” and insist that “strength is the last word” To further optimize the professional curriculum system of business administration, and continuously improve the knowledge reserve level, skill application ability, innovation and creativity ability, problem solving ability and emergency response ability of professional students, so as to cultivate the ability to stand alone and be able to Comprehensively coordinate all forces and integrate multiple resources to meet the needs of social development and adapt to the ever-changing employment market environment.

(3) Strengthen school-enterprise cooperation, and focus on cultivating students' innovative and independent development capabilities

Based on the analysis of the current situation of the employability of business administration students under the background of the epidemic, if colleges and universities want to further enhance the employability of students and escort their counterpart employment, it is necessary to increase school-enterprise cooperation and strengthen cooperation between colleges and social enterprises. The educational activity strategy of "order class" and "internship in advance" starts to cultivate students' practical application ability before the senior year, and allows students to enter the company to participate in

periodic internships in the sophomore and junior year to exercise students' comprehensive ability. Practical training refers to the "virtual entrepreneurship" model. Business schools can use specialized training rooms and educational software simulation training to conduct virtual entrepreneurship training. The first is to hold school-level, state-level, and national-level professional vocational skills competitions each year, effectively incorporating various vocational skills competitions into the human resources development system. Corresponding course credits and innovation credits, according to student competition results. The second is to organize students to go to dozens of off-campus practice bases for hands-on internships, apprenticeships, and inspections. Improve specific application principles of expertise and their ability to practice.

Actual combat refers to entrepreneurship training that can be performed by a business school relying on an entrepreneurial incubation base. The school organizes business and on-campus professionals to select, guide, and evaluate student-declared entrepreneurial projects. Students engaged in actual combat handle company establishment issues and other companies. Students form and run teams. Marketing and other consulting services to help students immerse themselves in the field. In a business environment, you can effectively improve your practical skills. To encourage students to prepare for employment in advance, avoid the recurrence of the above-mentioned employment chaos, improve students' employability, and provide guarantee for students' career development.

(4) Internet + helps college students find employment

Recruitment and application is an interactive process. In this process, the applicant collects detailed information of the recruiter through various channels, and sends the job search information to the relevant unit in a certain way. According to statistics, colleges and universities and online recruitment channels account for 67.5% of graduates' job search channels, and they are the main channels for graduates to find jobs. In terms of trends, online recruitment has maintained an upward trend, and its importance has gradually become prominent. Therefore, in order to alleviate the difficulty of offline recruitment during the epidemic, colleges and universities in various regions should actively organize online recruitment, and process and release recruitment information in a timely manner through the official website of school graduate employment information-the cloud employment platform. It is necessary to make full use of the recruitment channels of the Internet and take advantage of the time of waiting at home for the epidemic to enrich one's knowledge base. It also lays

the foundation for subsequent employment. From the perspective of major development fundamentals, with the advancement of industrial structure upgrading, there will be a large demand for skilled talents and R&D talents mastering new technologies in the industry in the future, so the overall prospects for employment of college students are still relatively broad.

Secondly, the emergence of the new crown pneumonia epidemic will further promote the development of the Internet industry. A large number of industry companies will accelerate the pace of network transformation, and this process will also release a large number of job demands. Therefore, if current college students want to improve their employment competitiveness, they should pay attention to the learning of network knowledge. Today's society has entered the Internet era, and we must keep pace with the times and innovate the education method of employment concept. First of all, the school can gradually establish a graduate information exchange platform and employment and job search forum according to the requirements and opinions of students. On the one hand, it helps students better understand national policies, such as the relevant preferential policies of the state, to encourage college graduates to go to the grassroots level in the west to help students better choose employment strategies according to their conditions.

Own conditions reduce students' lack of understanding of policies in the employment process. On the other hand, since the employment choices of business school students are easily affected by the economic and trade situation, information exchange channels should be established to help students understand the financial crisis more clearly. Secondly, schools should strengthen the combination of theoretical education and practical education based on traditional classroom education methods. Business students should increase the connection between students and social practice work and establish and strengthen multi-party partnerships. Employment is a positive form of social security, and full employment guarantees social stability and harmony. The employment of graduates is also a reflection of the school-running level of colleges and universities and a manifestation of the characteristics of talent training in colleges and universities. According to the external economic environment changes and their professional factors, it is of great significance for business students to serve the motherland, repay society, and realize themselves.

(5) Implement entrepreneurial capacity development plan to improve entrepreneurial awareness

Explore the establishment of a “ four-dimensional pattern ” of college students ’

innovation and entrepreneurship education system, and according to the innovation and entrepreneurship education system. Education should follow the principles of directional, broad-spectrum, professionalism, and synergy. For the first, second, third, and fourth grades, stimulating, broad-spectrum, typical, and elite education should be carried out accordingly. Schools should strengthen the education of college students' entrepreneurial awareness, pay attention to cultivating the innovative spirit and entrepreneurial ability, and significantly increase the development of entrepreneurial potential. It is necessary to correctly understand and deeply understand the concept of entrepreneurship education in colleges and universities. The government should further implement the support policies for entrepreneurship education and provide corresponding legal guarantees. Formulate and improve relevant regulations for implementing entrepreneurship education in colleges and universities. In addition, it strengthens the construction of laws and regulations related to entrepreneurship education.

Further, build a credit platform and financing platform to provide an excellent institutional guarantee for developing entrepreneurship education in colleges and universities. In choosing the value orientation of entrepreneurship education, colleges and universities should establish the "entrepreneurship genetic code" concept for future generations. "Entrepreneurial genetic code" means that Bill Gates-style entrepreneurial awareness, entrepreneurial ability, and entrepreneurial personality traits are passed on to the educated and internalized into unique entrepreneurial qualities through a particular education method. Entrepreneurship education in colleges and universities is different from employment training to solve social survival problems. It is not an "accelerated education for entrepreneurs" but an "entrepreneurship revolution" marked by the creation of high-tech industries. Therefore, entrepreneurship education in colleges and universities should create the most revolutionary entrepreneurial generation as the primary value orientation. And from the management mechanism, evaluation mechanism, guarantee mechanism, etc., formulate and implement a supporting mechanism for the "four-dimensional pattern" of college students' innovation and entrepreneurship education.

(6) Establish and improve the "employment through train" mechanism for alumni enterprises

Alumni are an important bridge between the college and the society, and an important supporting force for the construction and development of the college. The alumni group has a huge base, with a wide range of industries and regions. They have a wealth of experience,

practical experience, and feelings for their alma mater. Schools and employment departments should help students recognize the long-term and dynamic characteristics of the employment process, guide students to prepare for employment first and then choose a career, and seek jobs in the process of secondary jobs. But at the same time, the college career selection concept should also help students establish a prudent career selection concept, have a high professional spirit and a sense of professional identity, avoid negligence due to the existence of secondary employment, and carry out frequent career changes. When colleges and universities carry out employment guidance and related curriculum activities, they can use new media platforms to share experience and combine alumni's own development cases and corporate recruitment standards to give college students practical and effective guidance. To form a role model and demonstration effect, improve college students' confidence in job hunting, achieve the common goal of job-seeking college students and recruiting companies under the new crown pneumonia epidemic, and achieve the alma mater's high-quality student source service alumni companies and alumni companies absorb fresh and high-quality blood to create new brilliance.

5.3 Suggestion for Further Research

When thinking about further research in this area, there are lots of things that should still be covered. The authors found out while doing their research, that this subject is not researched that much. In the future, a research could be conducted where someone researched a little bit deeper to this subject, for example, establish the workshop as mentioned earlier, and research the students there to see how it impacts their search of a job and does it actually help students land a job. There are tons of ways this could be done.

This research only is about LUAS students. One suggestion for further research is to research all students in Finland who are studying on the higher level of education, or at least a little bit bigger area could be covered than only one University of Applied Sciences. This could show the researcher how well are the students of whole Finland working, and not only the students in the business student region.

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APPENDIXES

问卷调查 The questionnaire

您好，这是给在国外留学生的一个调查问卷，望内容真实，我们保证保护您的隐私，谢谢合作！

Hi there! We sincerely hope you can fill in the questionnaire below truthfully. We promise to protect your privacy, so please feel free to finish it. Thank you very much for your participation!

Q1: 您所在或者毕业的高校名称: The name of the university where you are or graduated from

Q2: 请问您的年级是? What year are you in the university?

大一(2019级) Freshman year = enroll in 2019

大二(2018级) Sophomore year = enroll in 2018

大三(2017级) Junior year = enroll in 2017

大四(2016级) Senior year = enroll in 2016

研一 First-year graduate student

研二 Second-year graduate student

研三 Third-year graduate

交换生 Exchange student

其他 others

Q3: 请问您的国籍是? What is your nationality?

Q4: 请问您的学校是否在疫情间采用网络授课的方式教学? Did your university decide to teach online during the COVID-19?

是 Yes

否 No

Q5: 请问您对网课状况是否满意? Are you satisfied with your online classes?

满意 Yes, very much

一般 Just so-so

不满意 No!

Q6: 为什么让你感到满意? (多选)What makes your feel satisfied? (multiple choices)

网课可以重播, 我可以学得更好I can replay the class videos, which helps me learn better.

网课作业比较少Online homework is less than usual.

网课充实了我的生活Online classes have enriched my life.

老师教得很好, 容易听懂The professors teach well, and the classes are easy to understand.

我可以给家人们分享我学到的内容I can share what I learnt with my family.

其他 others

Q7: 在上网课的时候, 有遇到什么问题? (多选)Do you have any problems with your online classes? (multiple choices)

有时差, 看不到直播I always miss the live classes due to the jet lag.

跟不上学习进度The class is too hard. Im falling behind.

老师教的内容听不懂I cannot understand what my teacher taught me.

老师上课枯燥, 没有吸引力The classes are boring and unattractive to me.

语言问题, 无法和老师沟通I have difficulties to communicate with my teachers in Chinese.

上课氛围不好, 其他同学没有参与讨论Few students take an active part in class discussions.

作业太多Heavy homework.

其他 other reasons

Q8: 您是如何解决这些学业上的困难? (多选)How do you deal with these academic problems? (multiple choices)

得到了学校的帮助Get help from my university.

自己查找网络自学Learn by myself online.

咨询朋友Ask my friends for help.

这些问题都没有得到解决None of these problems has been solved.

其他 other reasons

Q9: 请问您是如何在疫情期间上课的呢? 是否遇到过什么困难? How did you have your classes during the COVID-19? Did you encounter with some problems?

Q10: 疫情期间除了学业, 您还遇到过什么困难? (多选)Except academic difficulties, what other problems have you faced? (multiple choices)

家庭压力 About my family

工作压力 About my work

爱情压力 About my relation

其他 Other aspects

没有其他压力I dont have other problems.

Q11: 您是如何解决这些困难的? How do you solve these problems?

Q12: 可以具体分享在疫情间您与中国的故事吗? 可以谈谈你的感受。(比如与老师的交流, 异国恋, 意想不到的趣事等等) Can you share your stories with China during the COVID-19 specifically? You can talk about your feelings and thoughts. (e.g. your communications with your Chinese teachers, your cross-border relationship, or anything interesting you want to share with us :))

Q13: 您所在国家的媒体是如何报道中国疫情情况的呢? How do the media of your country report the COVID-19 in China?

正面宣传居多, 防控情况良好 Positive publicities are in the majority.

负面宣传居多, 重点报道北京、新疆等疫情爆发情况 Negative publicities are in the majority.

几乎不关注中国疫情 Barely notice China.

Q14: 您现在对中国的态度如何? What is your attitude towards China now?

Q15: 你如何评价当下的就业形势? How do you evaluate the current employment situation?

非常困难, 且长时间难以得到有效改善 It's very difficult, and it takes a long time to improve.

比较困难, 一段时间后可以得到改善 It's difficult and can improve over time.

没有明确的感受 There are no definite feelings.

比较好, 有一些困难是必然的 yes, some difficulties are inevitable.

Q16: 请问您觉得您所在国家疫情防控情况如何? What do you think of the prevention and control of COVID-19 in your country?

防控有力, 我觉得很安全 Very effective. I feel safe.

比较一般, 有时会担心自己会感染 It's not good. Sometimes I'm afraid I might get infected.

非常糟糕, 出门非常有可能会被感染 Very bad. It's highly possible to get infected outside.

Q17: 你对未来工作有清晰认识吗? Do you have a clear idea of your future job?

迷茫 confused

正在规划, 有大致方向 Working on it. General direction

有明确方向 Have a clear direction

其他 other

Q18: 你认为下列那一因素对你就业的影响是最大的? Which of the following factors do you think has the greatest influence on your employment?

个人的综合素质(包括你的个性特点、学习能力和工作能力等) Comprehensive personal qualities (including your personality, learning ability and working ability, etc.)

家庭因素(包括父母的政治资本、人脉关系和家庭的财富状况) Family factors (including parents' political capital, social connections and family wealth)

疫情环境下的就业政策Employment policies in the context of COVID-19

用人单位的需求与自身是否相匹配Whether the demand of the employer matches itself

