



**THE INFLUENCING FACTORS OF EMPLOYMENT
MANAGEMENT OF STUDENTS IN PRIVATE COLLEGES
UNDER THE NEW EMPLOYMENT FORMS**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
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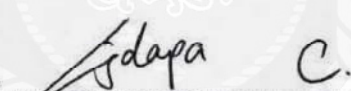
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This Independent Study has been Approved as a Partial Fulfillment of the
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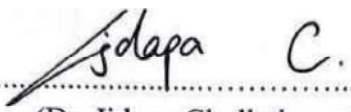
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Date: 5 / Sep / 2025


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Title: The Influencing Factors of Employment Management of Students in Private Colleges under the New Employment Forms
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ABSTRACT

The objective of this study was to delve into the influencing factors and their theoretical underpinnings of employment management of students in private colleges within the context of new employment forms. Subsequently, the study aimed to construct a structural model of the influencing factors of employment management of students in private colleges and validate the proposed research hypotheses and the model through empirical research. The purpose of this study is to offer practical and feasible strategic suggestions for enhancing the level of employment management of students in private colleges.

This study reviewed the existing research findings on new employment forms and employment management. It conducted an in-depth exploration of the influencing factors of employment management of students in private colleges, analyzed the relationships between these factors and employment management, and put forward targeted improvement suggestions. These efforts were intended to provide both theoretical and practical references for employment management in private colleges.

This study investigated the impacts of four factors of employment management of students in private colleges, including employment management methods, employment services, employment guidance curriculum system, and employment guidance faculty team. A quantitative research method was employed in this study. A total of 400 questionnaires were distributed, with 337 valid responses received, yielding an effective response rate of 84.25%. The findings reveal that these four factors have a significant influence on the employment management of students in private colleges. Based on the findings, the following suggestions are proposed for colleges: (1) Optimize employment management approaches to enhance management efficiency and precision. (2) Improve the employment service system to increase service effectiveness and coverage. (3) Optimize the employment guidance curriculum system to enhance course quality and practicality. (4) Strengthen the construction of the employment guidance faculty team to elevate faculty competence and professionalism.

Keywords: new employment forms, private colleges, employment management



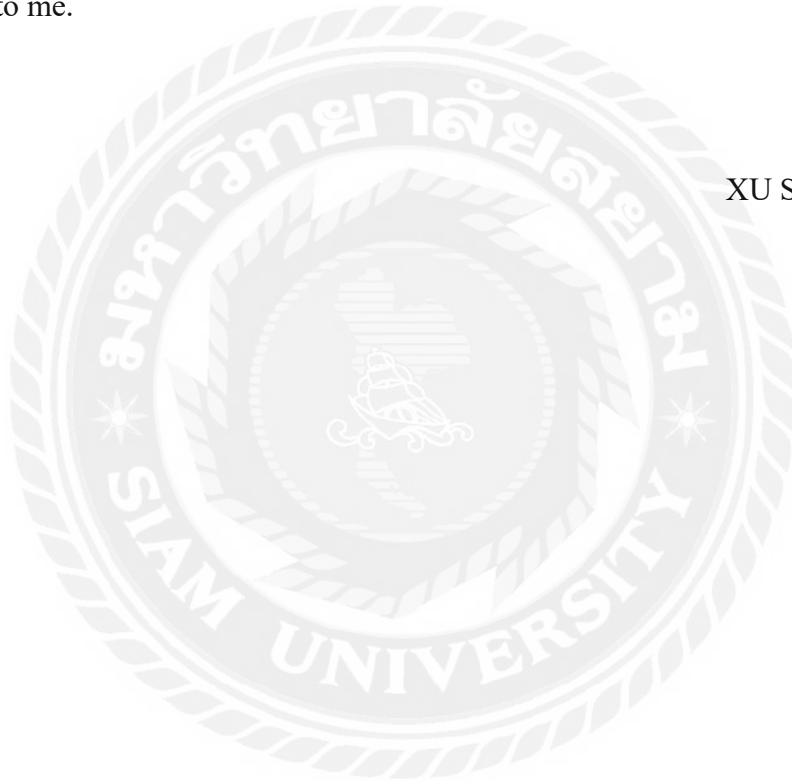
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XU SHANSHAN



DECLARATION

I, Xu shanshan, hereby certify that the work embodied in this independent study entitled *"The Influencing Factors of Employment Management of Students in Private Colleges under the New Employment Forms"* is result of original research and has not been submitted for a higher degree to any other university or institution.

(Xu shanshan)
June 5, 2025



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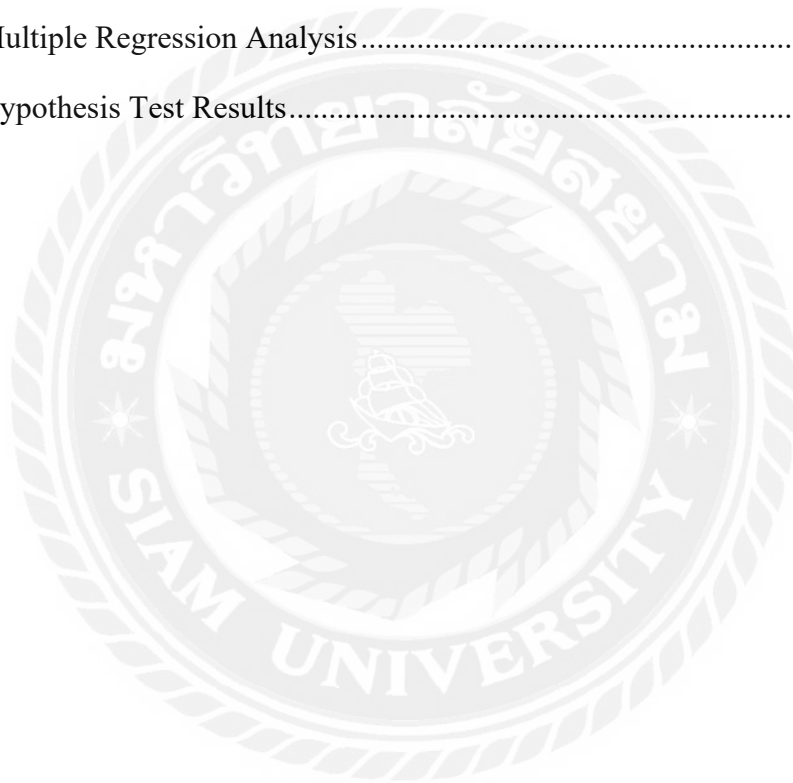
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Chapter 1 Introduction

1.1 Background of the Study

With the rapid development of new-generation information technologies, a large number of new forms of employment have emerged, becoming a significant force driving the transformation of the job market. Platform economy and sharing economy have given rise to emerging professions such as online ride-hailing drivers and food delivery riders (Sutherland & Jarrahi, 2018). These professions break the traditional constraints on employment in terms of time, space, and labor relations, featuring flexibility, autonomy, and diversity, thus offering job seekers a broader range of employment options.

From the perspective of market scale, industries related to new forms of employment have witnessed explosive growth. The market scale of the online live-streaming industry continues to expand, attracting a large number of practitioners. The sharing economy sector is constantly expanding, with businesses such as ride-sharing and home-sharing developing steadily, creating numerous job opportunities (Butterworth et al., 2013). New forms of employment have not only changed employment concepts but also influenced the landscape of the traditional job market, making employment competition more intense and employment forms more complex and diverse (Chen et al., 2020).

The employment situation of students in private colleges is facing new challenges and opportunities. Private colleges are an important part of higher education, focusing on cultivating application-oriented talents. In terms of challenges, students in private colleges often face disadvantages in the traditional job market due to differences in educational backgrounds and overall qualities compared to their counterparts from public institutions. Although new forms of employment provide more opportunities, they have high requirements for professional skills and other aspects, which students may not be adequately prepared for (Riesco-Sanz, 2021). Moreover, given the flexible employment forms and complex labor relations in new forms of employment, students, lacking relevant experience and knowledge, may encounter issues such as inadequate protection of rights and interests and limited career development prospects.

In terms of opportunities, new forms of employment offer students a platform to showcase themselves and realize their values. Private colleges emphasize the cultivation of practical abilities and innovative spirits, which aligns with the talent demands of new forms of employment. Some private colleges have established majors such as e-commerce and new media operations, enabling students to be competitive in emerging fields. The flexibility of new forms of employment provides students with more employment choices and entrepreneurial opportunities, facilitating their personalized development (Rani & Furrer, 2020).

Employment management is a crucial task for colleges and universities in promoting employment and safeguarding rights and interests. Under the new forms of employment, the employment management of private colleges is facing new requirements and dilemmas. In terms of new requirements, there are significant changes in the objects and contents of employment management. Private colleges need to not only pay attention to traditional employment situations but also monitor employment conditions under new forms of employment, including employment quality, career development, and rights protection. They should strengthen cooperation with enterprises to understand their employment needs and standards and provide targeted employment guidance and services. Additionally, private colleges should focus on cultivating students' digital literacy and innovation abilities to meet the requirements of new forms of employment. In terms of dilemmas, the employment management concepts of private colleges lag behind, still adhering to traditional models. They have insufficient understanding of new forms of employment and lack targeted measures and service systems. The construction of the employment management team is weak, and the professional qualities and practical abilities of employment guidance teachers need to be improved, making it difficult to meet students' needs. Moreover, the informatization construction of employment management is lagging, with a lack of effective information platforms and data analysis tools, which hinders the precise delivery of information and scientific decision-making (Fajana & Elegbede, 2022).

Given the impact of new forms of employment on the job market, the employment status of students in private colleges, and employment management, it is of great practical significance to study the influencing factors of employment management of students in private colleges under new forms of employment. At the theoretical level, there is currently limited relevant research and a systematic theoretical framework and methodology are lacking. Investigating the influencing factors can enrich and improve the theoretical system and provide references for subsequent studies. At the practical level, this research can help private colleges understand the influencing factors, adjust their employment management strategies, optimize the employment guidance and service systems, and enhance the level and quality of employment management. This study can assist the government and society in paying attention to students' employment issues, formulating and improving policies and measures, and creating a favorable employment environment.

1.2 Questions of the Study

This study examined the factors influencing employment management of students at private colleges in the context of new employment trends. The objective was to explore the key elements and their underlying mechanisms that affect the effectiveness of employment management for these students in the context of the continuous development of new forms of employment. The study delved into four dimensions: employment management approaches, employment services, employment guidance

curriculum system, and employment guidance faculty team. It aims to reveal the degree of influence and the internal connections of each element on the employment management of the institutions, providing a scientific basis and practical guidance for private colleges to optimize their employment management work and enhance students' employability.

(1) Do employment management approaches influence the employment management of students in private colleges?

(2) Do employment services influence the employment management of students in private colleges?

(3) Does employment guidance curriculum system influence the employment management of students in private colleges?

(4) Does employment guidance faculty team influence the employment management of students in private colleges?

1.3 Objectives of the Study

Although current scholars have conducted numerous studies on new forms of employment and employment management, there is relatively little analysis and exploration of the influencing factors of employment management of students in private colleges under new forms of employment. This study took private colleges as the research object and constructed a framework of the core influencing factors of employment management of their students from a systematic perspective of new forms of employment. The specific objectives are as follows:

(1) To explore the impact of employment management approaches on the employment management of students in private colleges.

(2) To explore the impact of employment services on employment management of students in private colleges.

(3) To explore the impact of employment guidance curriculum system on employment management of students in private colleges.

(4) To explore the impact of employment guidance faculty team on the employment management of students in private colleges.

1.4 Scope of the Study

The target respondents of the study were students in private colleges. A random sampling method was adopted to ensure the diversity and representativeness of the sample. To ensure the accuracy and comprehensiveness of the research data, a sample size of 400 was determined. The sample included students with different demographic characteristics including gender, grade, major category, and place of origin. By covering these various demographic dimensions, the diversity and differences within the student population of private colleges can be more comprehensively reflected, providing a data foundation for subsequent research. The study used SPSS statistical analysis software, correlation analysis and multiple linear regression methods to explore the mechanisms of action between each influencing factor and students' employment management.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study focuses on the factors influencing employment management for students at private colleges under new employment models, holding significant theoretical value. On the one hand, it enriches the theoretical system of employment management. There is relatively limited research on the employment management of students in private colleges in the context of new forms of employment. This study fills the theoretical gap in this field, offering new perspectives and reference bases for subsequent research. On the other hand, it contributes to expanding the research scope of influencing factors. By conducting in-depth analyses of the influencing factors from multiple dimensions, including employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team, and clarifying the interaction mechanisms among these elements, this study deepens understanding of the internal laws of employment management under new forms of employment. Moreover, it promotes the integration of interdisciplinary theories. By combining knowledge from disciplines such as pedagogy and management, this study facilitates the cross-application and innovation of different theoretical perspectives in employment management research, injecting new vitality into the development of this field.

1.5.2 Practical Significance

This study also has notable practical value. Firstly, it assists private colleges in optimizing their employment management work. Through this research, private colleges can gain a clearer understanding of the current status and existing problems of

their employment management, enabling them to adjust management strategies in a targeted manner and enhance the scientificity and effectiveness of their employment management work. Secondly, it helps improve students' employability. Based on the research findings, private colleges can improve employment guidance services, and strengthen the cultivation of students' professional skills and comprehensive qualities, enabling students to better adapt to the demands of new forms of employment and increase their employment opportunities. Thirdly, it promotes the deepening of school-enterprise cooperation. This study provides references for cooperation between private colleges and enterprises, driving both parties to engage in in-depth cooperation in talent cultivation, employment services, and other aspects, achieving resource sharing, complementary advantages, and a win-win situation. Lastly, it provides a basis for policy formulation. The government can utilize the data support and decision-making references provided by this study to formulate more comprehensive policies to promote the employment of students in private colleges, fostering the healthy development of the job market.

1.6 Definition of Key Terms

New forms of employment refer to employer-independent and platform-based employment models that have emerged alongside the progress of Internet technology and the upgrading of mass consumption. Leveraging modern information technologies such as the Internet, big data, and artificial intelligence, they break the traditional constraints on employment in terms of time, space, and labor relations, exhibiting characteristics of flexibility, diversity, and digitization.

Employment management refers to the sum of a series of activities and processes in which a school comprehensively plans, organizes, coordinates, controls, and supervises employment to achieve the goal of facilitating students' smooth employment.

Employment management approaches refer to the sum of a series of methods and means employed by a school in the process of employment management to achieve the goal of facilitating students' smooth employment, including organization, coordination, control, and supervision.

Employment services refer to the collective term for a series of service activities provided by a school to promote students' smooth employment.

Employment guidance curriculum system refers to a collection of courses set up by a school to help students establish correct employment concepts and improve their employability.

Employment guidance faculty team refers to the group of teachers engaged in employment guidance within a school.

Chapter 2 Literature Review

2.1 Introduction

This chapter aims to review the literature related to new forms of employment and employment management, providing a theoretical foundation for the variable relationships and research hypotheses of this study. The literature review covers key factors influencing employment management, including employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team. By systematically organizing the existing literature, this chapter offers theoretical support for each variable in the research model, helps to determine the relationships among these variables, and provides a basis for subsequent hypothesis testing.

2.2 Literature Review

2.2.1 New Forms of Employment

2.2.1.1 Nature and Concept of Employment Management

"New forms of employment" refer to employment patterns that have emerged as an extension of traditional industries based on the development of the Internet, although they have not yet evolved into an independent form. The concept of "new forms of employment" was first proposed at the Fifth Plenary Session of the 18th Central Committee of the Communist Party of China, reflecting the emergence of new employment models and trends in the labor force. Zhang (2016) understands new forms of employment from the perspectives of productivity and production relations. With the innovation of social means of production brought about by the technological revolution, the intelligence of technology and the effective integration of information have become important components of productivity. The collaboration and interaction between the labor force and intelligent means of production, as well as between the virtual economy and the traditional real economy, have become more flexible. From the perspective of production relations, due to the upgrading of mass consumption and the development of science and technology, the evolution of productivity tools has given rise to flexible employment models (Hofstede, 2021).

Zhang (2016) summarized the concept and trends of new forms of employment, arguing that they are compatible with the digital economy and represent a form of flexible employment. New forms of employment refer to employment patterns that differ from traditional employment methods, including employer-independent employment models that have emerged alongside the progress of Internet technology and the upgrading of mass consumption, as well as flexible employment models

enabled by the upgrading of information technology. Although there are different definitions of new forms of employment, they have not yet fully formed an independent new form. Therefore, based on the previous research on new forms of employment, this study adopts Zhang's (2016) definition. New forms of employment are flexible, employer-independent employment models. These models have emerged alongside the progress of information technology and the upgrading of mass consumption. The stability of emerging employment types and the lack of standardization in labor relations somewhat differentiate them from traditional formal employment.

2.2.1.2 Differences between New Forms of Employment and Traditional Forms of Employment

Compared with traditional forms of employment, new forms of employment exhibit many novel characteristics in terms of labor relations, technological means, organizational methods, and employment attitudes (Mandl, 2017).

(1) Employment attitudes: For workers with traditional employment attitudes, work is regarded as a means of livelihood. They view work as a way to meet their living needs and secure a stable source of income. However, with the passage of time and economic development, the impact of structural employment contradictions on traditional industries has shattered the traditional employment outlook and the pursuit of stable jobs. As living standards improve and technological means advance rapidly, the employment attitudes of the new generation of workers have begun to shift. They no longer prioritize stability as the primary factor in career choice; instead, they are more inclined to engage in new forms of employment such as freelancing and flexible employment. Meanwhile, robust policy support, such as "mass entrepreneurship and innovation" and "support for flexible employment," provides strong policy guarantees for the development prospects of new forms of employment.

(2) Employment fields: With the rapid development of Internet technology platforms, numerous new fields and occupations have emerged. According to the latest occupational data from the Ministry of Human Resources and Social Security in 2024, emerging professions such as e-commerce, micro-commerce, online streamers, ride-hailing service providers, and courier delivery personnel have developed rapidly. New economic and employment forms driven by consumption upgrades are thriving. The flexibility of new forms of employment has attracted an increasing number of new-generation workers. The emerging fields, industries, and occupations that have emerged in response to market consumer demands differ significantly from traditional employment.

(3) Technological means: Unlike traditional employment fields, new forms of employment rely more heavily on the Internet. They require workers to be proficient in using Internet technology to obtain economic remuneration through online channels.

Emerging occupations driven by information technology and market demands also necessitate that workers possess certain online skills and be familiar with the operation and use of online platforms and software.

(4) Organizational methods: Distinct from traditional employment, the employer-independent characteristic of new forms of employment means that workers are no longer confined to a single organization. New forms of employment break away from the traditional work pattern of providing services exclusively to one employer at a time or to a single employer on a long-term basis. Instead, workers in new forms of employment can autonomously choose their service recipients based on market demands. The relationship between the hiring platform and workers is not a traditional labor relationship but rather closer to a cooperative model. The platform does not compel workers to provide services; instead, it allows them to choose freely. However, the platform still fulfills its regulatory responsibilities, requiring workers to provide services that meet the needs of employers and being responsible for mediating disputes between workers and employers.

2.2.1.3 Characteristics of New Forms of Employment

The differences between new forms of employment and traditional employment are quite pronounced, with the following key features (Liu, 2022):

(1) Indeterminate and Flexible Employment Relationships: Traditional labor relations have changed, with organizational methods leaning more towards an economic contractual relationship. The practice of signing labor contracts is becoming less common in platform-based employment, among individuals with multiple occupations, and new types of workers. In new forms of employment, employment relationships are typically established as temporary and loose partnerships for specific work tasks. Workers are not limited to signing cooperation agreements with a single platform or employer; instead, they can flexibly establish cooperative relationships with multiple platforms.

(2) Indeterminate Workplaces, Working Hours, and Flexible Work Methods: Under the new cooperative relationships, the traditional labor relationship between new-form workers and employers has shifted to a contractual relationship between Party A and Party B. Fixed colleagues have transformed into cloud-based collaborations, and the physical organizational structure and colleague relationships have gradually weakened, with a greater emphasis on cooperation centered around individual value. With the development of new retail, the sharing economy, and the platform economy, various e-commerce platforms, learning platforms, and entertainment platforms have continuously evolved, creating a plethora of online work opportunities. Services and labor can be provided, and income generated, without being constrained by time or location.

(3) Non-Wage-Based Labor Remuneration: In traditional employment, enterprises have relatively sound personnel systems, assessment mechanisms, and welfare systems. Workers can receive relatively fixed wages and benefits on a monthly, quarterly, or annual basis. However, in new forms of employment, labor remuneration is determined by an individual's value and the services they provide. The final remuneration received is influenced not only by their skills and working hours but also by factors such as platform mechanisms, employer evaluations, and the interest mechanisms of other work partners. Therefore, labor remuneration in new forms of employment is no longer settled based on a fixed monthly wage.

(4) Individualized and Decentralized Workers: Workers in traditional formal employment rely on fixed enterprises or organizations. In contrast, workers in new forms of employment no longer need to depend on organizational units and can provide paid services in an individualized and decentralized manner. The rapid development of the platform economy and the sharing economy has also permeated traditional enterprises and employment forms with new elements. For example, traditional enterprises can adopt flexible employment, part-time work, and gig work arrangements. With the integrated development of the digital economy and the real economy, traditional full-time employees with lifelong tenure have also transformed into multi-occupational workers, assuming new forms as independent contractors, suppliers, and gig workers.

(5) Diversified Workforce: The advent of new technological means and various online consumption platforms that can generate income has created a wealth of employment opportunities, making it more convenient for workers with different educational backgrounds, varying levels of employability, diverse lengths of labor availability, and distinct professional skills to engage in new forms of employment. Workers of different ages, genders, and geographical locations can participate in new forms of employment and earn labor remuneration. The flexible organizational methods of new forms of employment have promoted workforce diversification.

2.2.1.4 Categories of New Forms of Employment

Zhang (2018) classified new forms of employment into four categories: entrepreneurial workers, freelancers, individuals with multiple occupations relying on the Internet or market resources, and new changes emerging within certain types of employed employment. Wang (2019) divided new forms of employment into innovation-driven employment, new economy employment, entrepreneurial employment, and emerging occupations brought about by information technology and the refinement of the market division of labor. Kroitor (2019) categorized the models of new forms of employment into five types: the maker model, the witty model, the customer-oriented model, the community-based customer model, and the part-time job model.

2.2.2 Employment Management

2.2.2.1 Research on Employment Management in Higher Education Institutions

Scholars have conducted descriptive statistics and content analyses of relevant literature in the field of career development, generally concluding that research on employment management in China started relatively late but has developed rapidly. Some scholars have investigated the current status, existing problems, and future directions of employment management research (Widiyanti et al., 2020). Their research covers a wide range of topics and is characterized by rigor and standardization. Tao (2022) explored the current situation, causes, and impacts of "delayed employment" among graduates, aiming to gain a more objective and clear understanding of this phenomenon and promote full and high-quality employment among graduates.

Van et al. (2022) pointed out that the continuous improvement of employment management in higher education plays a crucial role in providing diversified support for graduates. Kotiso's (2021) research indicated that higher education institutions play a key role in graduates' employment management. Beyond imparting professional knowledge and skills, these institutions should also focus on cultivating students' soft skills, such as professionalism, communication abilities, and teamwork spirit, to help them better adapt to today's competitive job market. Wibawa's (2021) study emphasized the significant role of employment management in higher education institutions in facilitating better employment outcomes for graduates. By establishing more comprehensive employment service platforms, providing timely and effective career guidance, and assisting graduates in career planning, institutions can offer more holistic and personalized employment support, thereby increasing students' chances of successful employment. Fitriyanto & Pardjono's (2019) research underscored the irreplaceable role of higher education institutions in graduates' employment management and highlights the promoting effect of enhancing employment management levels on graduates' better employment prospects.

2.2.2.2 Discussion on Influencing Factors of Employment Management in Higher Education Institutions

In exploring the key factors influencing employment management, many scholars, through research and empirical analysis, generally agree that the factors affecting students' employability skills are varied. These factors encompass both internal traits of students, such as their professional competence, practical abilities, and innovative thinking, as well as school education factors, including educational cultivation models, curriculum designs, and practical teaching components. External conditions, such as socio-economic development, changes in industry demands, and the employment market environment, also play a role. Due to the combined influence of these factors,

employment management efforts may encounter corresponding constraints during their implementation (Jaafar et al., 2018).

The precision and effectiveness of career guidance services, the timeliness and comprehensiveness of employment information dissemination, and the intensity and scope of employment resource integration are all, to varying degrees, constrained by the factors influencing students' employability skills, thereby significantly impacting the overall effectiveness of employment management for students in private higher education institutions. Zhao and Du (2022) emphasized the need for employment management work to deeply explore and understand the multifaceted factors contributing to the formation of students' employability skills, to provide more targeted career guidance and training. Zhang (2017) conducted an in-depth exploration of the psychological factors influencing students in higher education institutions' employment management, arguing that such work should prioritize students' personal preferences and pay attention to their employment psychology. Psychological capital influences students' employability, reminding higher education institutions that, in addition to focusing on skill development, they should also care about students' psychological states and career development aspirations in employment management.

2.2.2.3 Discussion on Optimization Measures for Employment Management in Higher Education Institutions

Numerous scholars have conducted in-depth analyses of college students' career choice preferences and the current state of their employability skills. Through extensive surveys, case studies, and empirical research, they have comprehensively and meticulously explored the key factors influencing students' employment (Wang & Gong, 2021). Based on these research findings, scholars have proposed a series of targeted and actionable suggestions from various dimensions. These suggestions focus on multiple critical aspects of employment management in higher education institutions, such as how to optimize the employment guidance curriculum system to better align with students' career needs and enhance their employability skills, how to improve the employment services system to increase responsiveness and service quality for students' personalized employment needs, and how to innovate employment management approaches to enhance management efficiency and precision (Guo, 2021). The research aims to provide practical pathways for optimizing employment management work in higher education institutions, thereby facilitating students' smooth employment and career development (Dong et al., 2021).

Gong (2022) emphasized the pivotal role of employment management in guiding students' career choices and enhancing their vocational skills. Zhou et al. (2018) underscored the necessity of comprehensive management in promoting students' holistic development and successful employment, offering valuable references for employment management work in higher education institutions. Tian and Xu (2022)

highlighted the need for optimizing employment management at different levels, including guidance on career choices, cultivation of employability skills, and integration of ideological education with employment management, which positively contributes to improving the overall quality and employment competitiveness of college graduates. Liu et al. (2016) analyzed the impact of the normalization of epidemic prevention and control on the employment of students in private higher education institutions from three aspects: job demands, competitive pressures, and employment psychology. Higher education institutions should prioritize students' employment guidance, provide appropriate educational support, enhance students' competitiveness in job hunting, and facilitate their high-quality employment. Institutions should focus on improving the employment work mechanism, expanding online employment channels, enhancing the effectiveness of career planning education, encouraging students to seek employment through multiple channels, refining student employment counseling, and boosting students' comprehensive abilities.

2.2.3 Employment Management Approaches

Employment management approaches refer to a series of organizational, coordinative, and control methods employed by higher education institutions to facilitate students' smooth employment. These approaches are of paramount importance to employment management in universities. With the continuous development of the economy and society, employment management approaches are also undergoing constant innovation (Burgess et al., 2009).

In the early stages, universities commonly adopted a centralized career guidance model. Through offering career guidance courses, hosting employment seminars, and other forms, they imparted knowledge on job-hunting skills, career planning, and related aspects to students. Some universities focus on providing career guidance as students near graduation, inviting HR professionals from companies to give lectures and conduct training. The advantage of this model lies in its ability to pool resources and disseminate a large amount of employment information to students within a short period. However, its drawbacks are also evident, namely the lack of targeting and personalization, making it difficult to meet the diverse needs of different students (Taherdoost & Madanchian, 2022).

Traditional employment management approaches often carry a strong administrative hue. The university's employment management department is responsible for coordinating and arranging employment-related work, from the collection and dissemination of employment information to the processing of employment procedures, all of which are uniformly managed by the school. This model ensures, to a certain extent, the standardization and orderliness of employment work, but it also exposes issues such as low efficiency and insufficient flexibility.

With the rapid development of information technology, digital employment management platforms have gradually become an important tool for employment management in higher education institutions. These platforms integrate various resources, including corporate recruitment information, student job-seeking information, and employment policies, enabling rapid information matching and precise pushing. Some employment management systems developed by universities allow students to view recruitment information and submit resumes anytime and anywhere through mobile apps. The university's employment management department can also leverage the platform to conduct real-time monitoring and analysis of employment data. Digital employment management platforms significantly enhance the efficiency and precision of employment management, but they also face challenges in terms of data security and information authenticity (Jolliffe & Farnsworth, 2023).

To meet the diverse employment needs of students, an increasing number of universities have begun to offer personalized career guidance services. Through career assessments, one-on-one consultations, and other means, they help students understand their interests, hobbies, abilities, and values, thereby formulating personalized career plans and job-hunting strategies. School-enterprise cooperation is also one of the important avenues for employment management in universities. By establishing cooperative relationships with enterprises, universities can gain insights into their hiring needs, adjust talent cultivation plans, and enhance the targeting and adaptability of talent cultivation (Cascio & Montealegre, 2016). Meanwhile, enterprises can provide students with internship and employment opportunities, achieving mutual benefits and win-win outcomes between schools and enterprises.

While the centralized career guidance model can pool resources to disseminate a large amount of information, it lacks targeting and personalization. It is more suitable for conducting concentrated employment guidance before student's graduate. The administrative management model ensures the standardization and orderliness of employment work, but it suffers from low efficiency and insufficient flexibility, making it more applicable to normative tasks such as employment procedure processing. The digital employment management platform enhances the efficiency and precision of employment management but faces challenges in data security and information authenticity, making it suitable for employment information dissemination, matching, and employment data monitoring and analysis (Luo, 2018; Rani & Furrer, 2020). Personalized career guidance services can meet the diverse needs of students and improve the effectiveness of employment guidance, but they require significant resource investment and are more applicable to formulating career plans and job-hunting strategies for students. The school-enterprise cooperation employment management model can enhance students' employment competitiveness and achieve mutual benefits and win-win outcomes between schools and enterprises, but the depth and stability of cooperation need to be improved, making it more applicable to adjusting talent cultivation plans and providing internship and employment opportunities.

2.2.4 Employment Services

Employment services serve as a crucial link in facilitating the effective matching of workers with job opportunities and enhancing the quality of employment. They permeate the entire process of job seekers' quest for employment, their actual employment, and their career development. Employment services play a vital role in alleviating employment pressure, driving economic development, and maintaining social stability (West & Parent, 1992).

Numerous scholars have extensively explored the content of employment services. In terms of information provision, Wu et al. (2010) indicated that timely, accurate, and comprehensive employment information forms the basis for workers to make rational career choices. Employment services agencies collect and disseminate recruitment information through various channels, such as online job platforms and offline job fairs, thereby bridging the communication gap between job seekers and employers.

Career guidance services also constitute an essential component of employment services. Career guidance helps job seekers understand their career interests, abilities, and strengths (Butterworth et al., 2013). It offers career planning advice and job-hunting skills training. Professional career counselors guide job seekers in clarifying their career goals and formulating reasonable career development paths through one-on-one consultations, career assessments, and group counseling sessions.

Employment training services play a significant role in enhancing workers' employability (Wu et al., 2010). With the adjustment of industrial structures and continuous technological advancements, workers need to update their knowledge and skills. Employment services agencies offer various vocational skills training courses to help workers improve their competitiveness in the job market. Haikkola (2018) revealed that workers who have participated in employment training often enjoy better employment opportunities and higher salary levels compared to those who have not undergone such training.

The evaluation of employment services effectiveness serves as an important means to gauge the quality of these services. Scholars have employed various methods to assess the effectiveness of employment services, such as questionnaire surveys and empirical analyses. Penz et al. (2017) demonstrated that effective employment services can significantly enhance workers' employment rates, job stability, and employment quality.

2.2.5 Employment Guidance Curriculum System

The employment guidance curriculum system, as a pivotal support mechanism for higher education institutions to assist students in smoothly integrating into the job market and realizing their career aspirations, has long been a focal point in both the

education and employment research domains. It not only concerns the individual career development of students but also exerts a profound influence on the quality of talent cultivation in universities and the rational allocation of social human resources.

A scientifically sound curriculum system should encompass multiple dimensions. In terms of curriculum content, it needs to comprehensively cover areas such as career planning, job-hunting skills, workplace adaptation, and entrepreneurship education. Zhao (2012) pointed out that some universities face the issue of fragmented curriculum content, where there is a lack of organic connections between various modules, making it difficult for students to form a systematic knowledge and skill system for employment.

The structural design of the curriculum system also attracts significant attention. Universities should construct a tiered and phased curriculum system. Teachers should conduct targeted teaching based on the characteristics and needs of students in different grades. The freshman year should focus on career enlightenment education, while the sophomore and junior years should strengthen the cultivation of professional skills and job-hunting techniques. The senior year should prioritize employment guidance and career transition services.

Teaching methods are crucial for the effectiveness of employment guidance courses. The case teaching method, by introducing actual employment cases and guiding students in analysis and discussion, can enhance students' understanding and problem-solving abilities regarding employment issues (Guo & Agatha, 2024). The simulation teaching method is also a commonly used approach. Simulating scenarios such as job fairs and workplace interviews, allows students to experience the employment process in practice and improve their practical operational skills. With the development of information technology, online teaching methods are gradually being applied to employment guidance courses. Online courses offer advantages such as abundant resources and flexible learning, which can meet the diverse learning needs of students. However, online teaching also poses challenges, such as insufficient teacher-student interaction and higher requirements for students' self-discipline in learning.

The teaching faculty is a key guarantee for the quality of employment guidance courses. Currently, there are some issues with the teaching faculty for employment guidance courses. On the one hand, there is a shortage of faculty members, making it difficult to meet the demand for large-scale employment guidance teaching in universities. Some universities' employment guidance teachers are concurrently held by counselors or other professional teachers who lack systematic professional training in employment guidance, and their teaching abilities and professional levels need improvement (Sutherland & Jarrahi, 2018; We, 2013). On the other hand, the professional structure of the teaching faculty is not sufficiently reasonable. Employment guidance requires professionals with a multidisciplinary knowledge background in psychology, sociology, management, etc. However, most of the current employment guidance teachers in universities come from a single discipline, making it

difficult to meet the comprehensive needs of curriculum teaching.

2.2.6 Employment Guidance Faculty Team

The employment guidance faculty team serves as the core force in the employment guidance work of higher education institutions. Its professional competence, teaching abilities, and service standards directly influence the effectiveness of employment guidance efforts and students' career development. In the face of increasingly complex and ever-changing employment situations for university graduates, conducting research on strengthening the construction of the employment guidance faculty team holds significant practical importance (Dacre Pool & Sewell, 2007).

With the expansion of university enrollment, the relative shortage of employment guidance faculty has gradually become apparent. The imbalance between the number of employment guidance teachers and students in some universities makes it difficult to meet students' personalized needs for employment guidance. In terms of professional backgrounds, the faculty team exhibits a diverse professional structure but lacks a systematic professional background in employment guidance. Many employment guidance teachers are concurrently held by counselors, administrative staff, or teachers from other disciplines. Although they possess certain student management experience or disciplinary knowledge, they have knowledge gaps in professional theories of employment guidance, career planning methodologies, and job-hunting skills training (Hofstede, 2021; Mandl, 2017). Regarding educational qualifications, while the overall educational level of the employment guidance faculty team has improved, there is still room for further enhancement. In some universities, a significant proportion of employment guidance teachers hold bachelor's degrees, with a relatively lower percentage of teachers holding master's degrees or above. A higher educational level facilitates teachers in conducting in-depth research and teaching work; therefore, elevating the educational qualifications of the faculty team is a crucial aspect of strengthening its construction.

Employment guidance teachers need to master professional knowledge in areas such as career planning, employment policies, and job-hunting skills to provide students with accurate and practical employment information. During the employment guidance process, teachers must effectively communicate with students to understand their needs and perplexities, offering targeted advice and guidance. Good communication skills can enhance trust between teachers and students, thereby improving the effectiveness of employment guidance. Meanwhile, teachers should also possess certain psychological counseling abilities to help students alleviate employment pressure and adjust their employment mindsets (Taherdoost & Madanchian, 2022).

Research on the construction of the employment guidance faculty team has

achieved certain results in areas such as the current status, capabilities and qualities, and training and development. However, issues such as non-standardized management systems, imperfect training frameworks, and low social recognition persist.

2.3 Introduction to Private Higher Education Institutions

Private higher education institutions are schools or other educational bodies established by social organizations or individuals outside of state agencies, utilizing non-state fiscal funds, and operating in accordance with the law to serve society. They hold a significant position within China's higher education system.

From a historical perspective, the development of private higher education institutions has gone through multiple stages. The 1980s to 1990s marked the initial stage. Following the reform and opening-up policy, there was a surge in demand for higher education in society, and the state permitted social forces to establish educational institutions. During this period, private higher education institutions began to emerge, albeit on a small scale with basic facilities, primarily offering associate degree programs. The period from 2000 to 2010 was a stage of rapid development. The state introduced encouraging policies, leading to a swift increase in the number of private higher education institutions and the size of their student bodies. The level of education offered also rose, with some institutions beginning to offer undergraduate programs. Since 2010, it has been a stage of standardization and enhancement. The state has strengthened regulatory management and introduced policies and regulations that impose higher requirements on various aspects of the operation of private higher education institutions. As a result, these institutions have begun to focus on qualitative development, strengthening the construction of disciplines and majors, and improving the quality of talent cultivation.

Private higher education institutions possess unique characteristics in their operation. They have a flexible operating mechanism and enjoy considerable autonomy, enabling them to promptly adjust their major offerings and talent cultivation plans based on market demands and social development trends. Private higher education institutions emphasize practical teaching. To enhance students' employability, they collaborate closely with enterprises to carry out industry-university-research cooperative education, providing students with more internship and training opportunities. Some institutions have even established laboratories and internship bases in collaboration with enterprises.

In the course of their development, private higher education institutions have both advantages and challenges. On the positive side, they meet diverse educational needs, offering opportunities for students who did not perform well in the college entrance examination but still aspire to receive higher education. They also promote educational innovation. Due to their greater autonomy in operation, they are more inclined to

experiment with new educational concepts, teaching methods, and management models. However, the challenges cannot be overlooked. Financial pressure is a major issue faced by private higher education institutions, as they primarily rely on tuition fees and social donations, resulting in a single source of funding. This places significant financial strain on infrastructure construction and faculty team development. In terms of social recognition, some members of the public hold a low opinion of private higher education institutions. They believe that the teaching quality and operational standards of private institutions are inferior to those of public ones, which affects enrollment and employment efforts. Regarding faculty stability, due to disparities in salary packages and career development opportunities compared to public higher education institutions, outstanding teachers are prone to leaving for other organizations, thereby impacting teaching quality and talent cultivation.

2.4 Conceptual Framework

Incorporating the context of new forms of employment and based on the analysis of relevant research findings, this study proposes an influencing factor model for the employment management of students in private higher education institutions. The model identifies four dimensions influencing employment management for students in private higher education institutions: employment management strategies, employment services, employment guidance curriculum system, and employment guidance faculty team. The model is illustrated in Figure 2.1

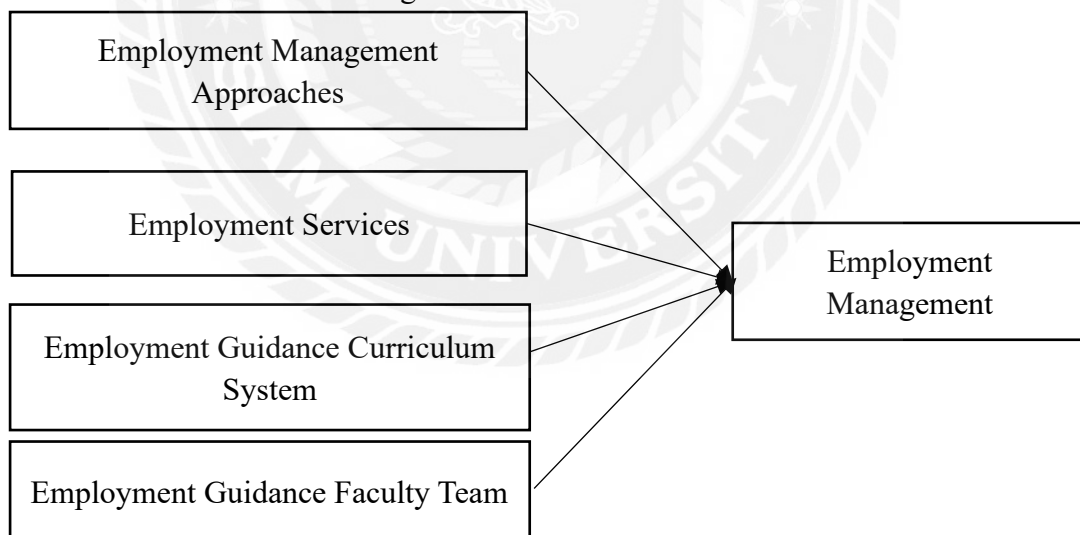


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study employed a quantitative research approach to investigate the factors influencing the employment management of students in private colleges within the context of new forms of employment. Using a questionnaire survey method, the research focused on examining the relationships between employment management approaches, employment services, employment guidance curriculum system, employment guidance faculty team, and employment management. Data were collected using a structured questionnaire with a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Descriptive statistics were utilized to present the demographic characteristics of the sample and the data distribution patterns of the core variables by calculating mean and standard deviation. Pearson correlation coefficients were employed in correlation analysis to examine the strength of associations between variables. Multiple regression analysis was conducted by constructing regression models to evaluate the effects of employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team on employment management. To ensure the scientific rigor of the research methodology, SPSS software was used to conduct reliability and validity tests on the questionnaire before data analysis, thereby guaranteeing the reliability of the measurement tools. The research design emphasizes an objective revelation of the influencing mechanisms of employment management among students in private colleges through systematic validation.

3.2 Population and Sample

This study took students in private colleges as the research population. A random sampling method was adopted to select 400 students as the research sample. The sampling process paid careful attention to covering key demographic variables including gender, grade, major category, and place of origin to ensure the representativeness of the sample.

To enhance the reliability and generalizability of the research findings, the sampling followed the principle of randomness. Random sampling was used to avoid subjective selection bias and ensure that the sample objectively reflected the characteristics of the population. The random sampling strategy balanced scientific rigor with operational feasibility, providing a solid data foundation for the subsequent analysis of the factors influencing the employment management of students in private colleges.

3.3 Hypothesis

This study aims to verify the specific impacts of employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team on the employment management of students in private colleges. The objective is to provide theoretical support and practical guidance for enhancing employment management. Therefore, the following hypotheses are proposed:

H1: Employment management approaches have a significant impact on the employment management of students in private colleges.

H2: Employment services have a significant impact on the employment management of students in private colleges.

H3: Employment guidance curriculum system has a significant impact on the employment management of students in private colleges.

H4: Employment guidance faculty team has a significant impact on the employment management of students in private colleges.

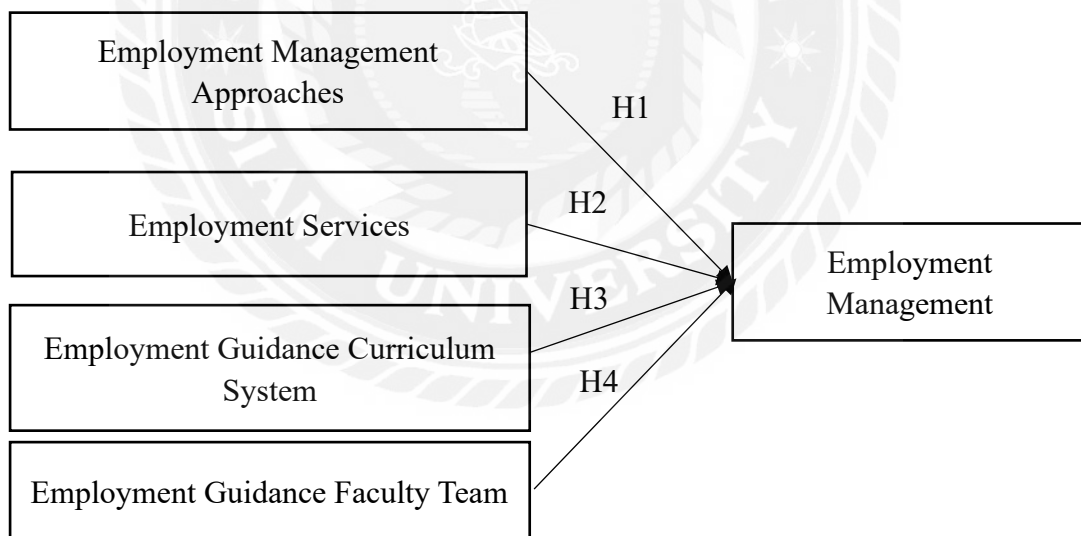


Figure 3.1 Hypotheses

3.4 Research Instrument

The questionnaire design for this study is based on the new forms of employment and constructs a measurement system centered around the influencing factors of employment management of students in private colleges. The questionnaire adopts a structured design, with all items measured on a five-point Likert scale. The items were revised with reference to relevant literature to ensure the scientific validity and applicability of the tool.

For employment management approaches, five items are designed, covering five dimensions: digital platform application, refined management, information communication and feedback, diversification of employment services, and dynamic adjustment and adaptability.

For employment services, five items are designed, encompassing five dimensions: richness of employment information, personalized employment guidance, provision of employment practice opportunities, employment psychological support, and follow-up and feedback on employment.

For employment guidance curriculum system, five items are designed, addressing five dimensions: practicality of course content, systematizations of course structure, diversity of teaching methods, expertise of faculty, and course evaluation and feedback.

For employment guidance faculty team, five items are designed, focusing on five dimensions: professional competence, practical experience, guidance skills, communication and interaction, and continuous learning.

For employment management, six items are designed, covering six dimensions: accuracy of employment information, personalized employment guidance, quality of employment practice opportunities, employment psychological support, employment feedback and improvement, and employment tracking and follow-up services.

The questionnaire comprises a total of 30 items and is divided into two main sections:

The first section contains 4 questions, primarily focusing on the respondents' demographic information, including gender, grade, major category, and place of origin.

The second section contains 26 questions targeting the factors influencing employment management of students in private colleges. Corresponding items are set for employment management approaches, employment services, employment guidance curriculum system, employment guidance faculty team, as well as employment management. The specific content is presented in Table 3.1.

Table 3.1 Measurement Items

Influencing Factor	Measurement Item	NO.
Employment Management Approaches	The school utilizes a digital employment management platform to conduct employment management, which has significantly enhanced the efficiency of employment management work.	1
	The school has formulated a personalized employment management plan for me, which has been of great help to my employment prospects.	2
	The school maintains communication with me and adjusts employment management measures according to my needs. I am very satisfied with the employment management.	3
	The school offers a wide variety of employment services.	4
	The school can promptly adjust its employment management approaches in response to the development of new forms of employment, which I highly appreciate.	5
Employment Services	The employment information provided by the school covers a broad range and is updated promptly.	6
	The school offers personalized employment guidance services for me.	7
	The school actively collaborates with enterprises to provide us with employment practice opportunities such as internships and training programs.	8
	The school provides professional employment psychological counseling services, which have helped me alleviate the pressure of job hunting.	9
	The school continues to pay attention to my work situation even after I have secured employment.	10
Employment Guidance Curriculum System	The content of the school's employment guidance courses closely aligns with the actual needs of various professions under the new forms of employment.	11
	The structure of the school's employment guidance courses is reasonable, with a clear plan.	12
	The school's employment guidance courses employ a variety of teaching methods.	13
	The teachers of the school's employment guidance courses possess rich industry experience and professional knowledge.	14
	The school regularly evaluates the employment guidance courses and collects feedback from students.	15
Employment Guidance Faculty Team	The employment guidance teachers have profound professional knowledge.	16
	The employment guidance teachers possess extensive enterprise work experience or industry practical experience.	17

	The employment guidance teachers are adept at utilizing diverse guidance techniques.	18
	The employment guidance teachers maintain good communication and interaction with me.	19
	The employment guidance teachers actively participate in various training and learning activities.	20
Employment Management	The employment information provided by the school accurately matches my major, skills, and job-seeking intentions.	21
	Based on my characteristics, the school has formulated a personalized employment guidance plan for me.	22
	The employment practice opportunities such as internships and training programs provided by the school are of high quality and closely related to my field of study.	23
	When I faced significant pressure during the employment process, the school promptly provided me with professional employment psychological counseling services.	24
	The school regularly collects my feedback on employment management work.	25
	The school continues to pay attention to my work situation even after I have secured employment.	26

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Table 3.2 Variable Reliability Test

Variate	Cronbach's Alpha	N of Items
Employment Management Approaches	0.887	5
Employment Services	0.878	5
Employment Guidance Curriculum System	0.868	5
Employment Guidance Faculty Team	0.875	5
Employment Management	0.877	6

Reliability analysis is a statistical process that reflects the extent to which a measured characteristic is captured based on the consistency or stability of the results obtained from a testing scale. The more uniform the test results, the stronger the data's representativeness of the overall population, and the higher the reliability. Through reliability analysis, we can assess the rationality of the questionnaire design and make necessary revisions to avoid classification errors. Cronbach's alpha is used to evaluate the internal consistency of test items. A higher Cronbach's alpha value indicates a higher degree of consistency among the items. When the reliability coefficient of a sub-scale is greater than 0.7, the questionnaire's reliability is considered good; when it falls

between 0.6 and 0.7, it is still acceptable. For the overall scale, a reliability coefficient above 0.8 is required to demonstrate good overall reliability.

The Cronbach's alpha coefficient for employment management approaches is 0.887, for employment services it is 0.878, for employment guidance curriculum system it is 0.868, for employment guidance faculty team it is 0.875, and for employment management it is 0.877. All these coefficients fall within the range of 0.8 to 0.9, indicating that the questionnaire used in this study has good reliability and can proceed to validity analysis. This demonstrates that the reliability of the questionnaire for this investigation is excellent, as shown in Table 3.2.

3.5.2 Questionnaire Validity Analysis

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.972
Cumulative Variance Contribution Rates		67.104%
Bartlett's Test of Sphericity	Approx. Chi-Square	5743.867
	df	323
	Sig.	0.000

When the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is greater than 0.8, it indicates that the data is suitable for factor analysis. If the KMO value ranges between 0.6 and 0.8, the results of the entire questionnaire study are generally considered satisfactory.

When the KMO value is less than 0.6, the responses provided in the questionnaire study are deemed unacceptable. The use of Bartlett's test of sphericity, with a significance level close to 0.05, suggests a strong correlation among variables. Consistent with the findings of this study, validity tests were conducted on all parameters. The objective coefficient (KMO) value was 0.972, which is greater than 0.8, indicating that the research data from this questionnaire is highly suitable for analysis. In Bartlett's test of sphericity, the significance level (Sig.) was found to be significant. During the analysis, a confirmatory factor analysis (CFA) was performed on the established variable model.

The importance of a factor is determined by its ability to explain the total variance of all original variables. Factor analysis employs the variance contribution rate and the cumulative variance contribution rate to measure the explanatory power of factors. A variance contribution rate greater than 60% indicates an acceptable level of explanatory power, while a rate greater than 80% suggests good explanatory power. Based on the factor analysis results of each variable, the cumulative variance contribution rates for employment management approaches, employment services, the employment guidance

curriculum system, and the employment guidance faculty team were 67.104%, all exceeding 50%. This indicates that the overall validity of the questionnaire is good.

3.6 Data Collection

This study selected students in private colleges and universities as the research subjects, with data collection conducted from May 1 to May 30 2025. The distribution and collection of questionnaires were primarily facilitated through the Wenjuanxing online platform, enabling the online retrieval of responses. A total of 400 questionnaires were distributed. During the questionnaire retrieval process, the research team conducted rigorous checks to eliminate invalid questionnaires, including those that were incomplete or exhibited obvious inconsistencies. A total of 337 valid responses were collected, resulting in an effective response rate of 84.25%.

3.7 Data Analysis

3.7.1 Descriptive Statistics

Descriptive statistical analysis was conducted using software such as Excel and SPSS to analyze the demographic characteristics of the sample, including mean, standard deviation, percentage, normal distribution, kurtosis, and skewness values. Descriptive statistics provided fundamental support for further data analysis.

3.7.2 Factor Analysis

Exploratory factor analysis was performed on the survey data using SPSS to extract common factors and determine the shared dimensions influencing employment management among students in private colleges and universities. The reliability and validity of the constructed model were confirmed, providing a theoretical basis for enhancing employment management among students in private colleges and universities.

3.7.3 Multiple Regression

In this study, the multiple regression method served as a comprehensive and in-depth exploratory tool, significantly enriching the dimensionality and accuracy of the research. By employing the multiple regression method, this study overcame the limitations of univariate model analysis, not only broadening the content and depth of the research but also enhancing its accuracy and practicality. This approach provided

robust support and guidance for improving employment management among students in private colleges and universities.



Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Participants

Table 4.1 Descriptive Statistical Analysis of Participants

Variable	Option	Number of Participants	Percentage %
Gender	Male	165	49.0
	Female	172	51.0
Grade	Freshman	97	28.8
	Sophomore	85	25.2
	Junior	67	19.9
	Senior	88	26.1
Academic Discipline Category	Liberal Arts	76	22.6
	Sciences	98	29.1
	Engineering	94	27.9
	Others	69	20.4
Place of Origin	Urban	154	45.7
	Rural	183	54.3
Total		337	100.0

In the study on the factors influencing employment management of students in private colleges and universities under new employment models, the initial part concentrated on gathering basic personal information about the respondents. Four questions were set, covering four dimensions: gender, grade, major category, and place of origin. The characteristics of participants are shown in Table 4.1.

In terms of gender distribution, female respondents slightly outnumbered male respondents, with females accounting for 51.0% and males for 49.0%. This distribution is relatively balanced, indicating that the sample is representative in terms of gender and can effectively reflect the overall gender composition of students in private colleges and universities.

Regarding grade distribution, there was a higher proportion of freshmen and seniors, accounting for 28.8% and 26.1%, respectively, while the proportions of sophomores and juniors were relatively lower. This phenomenon may be related to the timing of the survey and the varying levels of attention paid to employment issues

among students in different grades. Freshmen, having just entered college, may start to consider their future career paths, while seniors, facing the immediate pressure of graduation and employment, are more sensitive to employment management issues.

In terms of major category, students majoring in science and engineering accounted for relatively high proportions, at 29.1% and 27.9%, respectively, while students in liberal arts and other majors accounted for lower proportions. This to some extent reflects that science and engineering majors may have a larger scale in private colleges and universities, or that students in these majors show a higher level of interest in employment management issues and actively participated in this survey.

Data on place of origin indicated that the proportion of rural students was slightly higher than that of urban students, at 54.3% and 45.7%, respectively. This distribution may reveal that the proportion of rural students in private colleges and universities is relatively high, or that rural students, driven by their urgent need for employment, show greater concern for employment management-related research and thus exhibit higher participation in the survey.

The data from the first part of this survey provides a detailed profile of the basic personal information of students in private colleges and universities, laying a solid foundation for subsequent in-depth analysis of the influencing factors of employment management among these students under the new forms of employment.

4.1.2 Correlation Analysis

Table 4.2 Correlation between Variables

	Employment Management Approaches	Employment Services	Employment Guidance Curriculum System	Employment Guidance Faculty Team	Employment Management
Employment Management Approaches	1				
Employment Services	.554**	1			
Employment Guidance Curriculum System	.553**	.566**	1		
Employment Guidance Faculty Team	.556**	.566**	.504**	1	
Employment Management	.547**	.534**	.587**	.507**	1

Management					
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This study employed correlation analysis to examine the relationships between various influencing factors of employment management and employment management of students in private colleges and universities. The data results revealed significant correlations among the variables.

A significant positive correlation was observed between employment management approaches and employment management ($r = .547^{**}$). This indicates that the more systematic and standardized the employment management approaches adopted by the school, the better the overall effectiveness of its employment management work. The moderate strength of this correlation suggests that optimizing management approaches is one of the important ways to enhance the overall efficiency of employment management.

Similarly, a significant positive correlation was found between employment services and employment management ($r = .534^{**}$). This implies that the better the quality of employment services provided by the school to graduates, the better the overall effectiveness of employment management. More precise, comprehensive, and convenient services can more effectively facilitate graduates' smooth employment, thereby elevating the overall level of employment management.

Among the four variables analyzed, employment guidance curriculum system demonstrated the strongest correlation with employment management ($r = .587^{**}$). This suggests that constructing a systematic, professional, and comprehensive employment guidance curriculum system that spans the entire process of student cultivation plays a crucial role in enhancing the ultimate effectiveness of employment management. A well-developed curriculum system can more fundamentally enhance students' employability competitiveness and adaptability, thus directly reflecting the core indicators of employment management.

A significant positive correlation exists between employment guidance faculty team and employment management ($r = .507^{**}$). This means that having a team of employment guidance teachers with high professional qualities, rich practical experiences, and a strong sense of responsibility is the foundation for ensuring the quality of employment guidance services and the effective implementation of the curriculum system, thereby being vital for enhancing the overall effectiveness of employment management.

4.1.3 Multiple Regression Analysis

Table 4.3 Multiple Regression Analysis

Item	B	Beta	t	Sig.	VIF	F	Durbin-Watson
C	1.454	-	8.898	0			
Employment Management Approaches	0.165	0.186	3.406	0.000	1.796	54.303***	1.947
Employment Services	0.067	0.074	1.936	0.007	1.802		
Employment Guidance Curriculum System	0.186	0.210	3.979	0.000	1.675		
Employment Guidance Faculty Team	0.242	0.255	4.754	0.000	1.734		
R Square	0.597						
Adjusted R Square	0.573						

NOTE: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$

From Table 4.3, it can be observed that the regression model exhibits a relatively high level of explanatory power as a whole. The t-value for the constant term (C) is 8.898, with significance levels (Sig.) of 0.000, 0.007, 0.000 and 0.000, indicating that the constant term is statistically significant. Additionally, the F-value is 54.303, with a p-value less than 0.05, suggesting that the model is statistically significant overall.

In terms of the explanatory variables, the regression coefficients (Unstd. B) for employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team are 0.165, 0.067, 0.186 and 0.242, respectively. The standardized regression coefficients (Beta) are 0.186, 0.074, 0.210 and 0.255, all of which are greater than 0, indicating that these variables have a positive impact on the dependent variable. The t-values for these variables are 3.406, 1.936, 3.979 and 4.754, respectively, suggesting that they are all statistically significant.

Regarding the variance inflation factors (VIF), the VIF values for employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team are 1.796, 1.802, 1.675 and 1.734, respectively. All of these values are below the commonly used threshold of 10 for judging multicollinearity, indicating that there are no severe multicollinearity issues among these variables.

The coefficient of determination (R Square) is 0.597, and the adjusted coefficient of determination (Adjusted R Square) is 0.573, indicating that the model can explain 59.7% (or 57.3% after adjustment) of the variance in the dependent variable. This suggests that the model fits the data well and can adequately explain the variations in the dependent variable.

In conclusion, the regression model is statistically significant overall, with each explanatory variable having a significant positive impact on the dependent variable. Moreover, there are no severe multicollinearity issues among the variables, and the model fits the data well.

Therefore, based on the data analysis results, employment management approaches have a significant impact on the employment management of students in private colleges, supporting Hypothesis 1; Employment services have a significant impact on the employment management of students in private colleges, supporting Hypothesis 2; Employment guidance curriculum system has a significant impact on the employment management of students in private colleges, supporting Hypothesis 3; Employment guidance faculty team has a significant impact on the employment management of students in private colleges, supporting Hypothesis 4.

4.2 Discussion

4.2.1 Employment Management Approaches Have a Significant Impact on the Employment Management of Students in Private Colleges

Employment management approaches, as a critical factor influencing the effectiveness of employment management of students in private colleges and universities, cannot be overlooked. From a macro perspective, employment management approaches constitute the overall framework and operational model for private colleges' employment-related work, directly determining the direction and efficiency of students' employment management.

Under traditional employment management approaches, students in private colleges and universities face numerous challenges in employment management. On the one hand, information dissemination channels are limited and outdated, often relying on offline methods such as posting notices and organizing small-scale job fairs. This significantly compromises the timeliness and comprehensiveness of employment information accessible to students. Some job fairs held by private colleges are of limited scale, with a small number of participating enterprises and a narrow range of job types, failing to meet the diverse employment needs of students. On the other hand, employment guidance services lack personalization, typically adopting uniform courses and lectures that are difficult to tailor to students with different majors and career plans. This results in some students lacking a clear direction in their job search, blindly submitting resumes, and achieving low employment success rates.

The introduction of modern employment management approaches, however, has brought about positive changes in the employment management of students in private

colleges and universities. The application of information technology enables rapid and accurate dissemination of employment information to students. Private colleges can establish online employment platforms to integrate various employment resources and provide students with a vast amount of real-time job information. Meanwhile, by utilizing big data analytics, colleges can deliver targeted information based on students' majors, interests, and job preferences, greatly enhancing the efficiency of students' access to effective information. Modern employment management approaches emphasize personalized services. Colleges can offer one-on-one career counseling, organize career planning workshops, and other activities to help students gain a deeper understanding of their strengths and weaknesses, formulate personalized career plans, and enhance their employability.

In conclusion, employment management approaches have a significant impact on the employment management of students in private colleges and universities. Different employment management approaches can lead to substantial differences in students' access to employment information, career planning guidance, and job opportunity utilization, thereby affecting their employment quality and satisfaction. Therefore, private colleges and universities should actively explore and innovate their employment management approaches to adapt to the ever-changing job market and student needs, thereby improving the quality and level of their employment management work.

4.2.2 Employment Services Have a Significant Impact on the Employment Management of Students in Private Colleges

Employment services constitute a core component of the employment management of students in private colleges and universities. From the perspective of providing employment information, high-quality and comprehensive employment services serve as a crucial bridge for students to understand the dynamics of the job market. Well-developed employment services can integrate resources from multiple sources and promptly and accurately deliver a wealth of employment information to students. Some private colleges establish long-term partnerships with numerous enterprises, regularly collecting and disseminating their recruitment needs, enabling students to stay informed about the latest employment opportunities at their earliest convenience. If employment services are inadequate, with information updates being untimely or incomplete, students may miss out on many high-quality job positions, leading to limited employment choices and undermining the effectiveness of their employment management.

In terms of career guidance and training, employment services play an irreplaceable role. Given the diverse backgrounds and experiences of students in private colleges and universities, they may have deficiencies in career planning and job-seeking skills. Professional employment services can offer personalized career planning guidance to students, helping them clarify their career goals and formulate reasonable career development paths. By conducting various job-seeking skills training sessions,

such as resume writing, interview techniques, and workplace etiquette courses, colleges can enhance students' job-seeking abilities. Moreover, private colleges invite HR experts from enterprises to organize mock interview activities for students, allowing them to accumulate practical experience and boost their confidence in job hunting. If employment services lack systematicity and professionalism, students will struggle to receive effective guidance and training, easily becoming lost and struggling during the job-seeking process, thereby impeding the overall progress of employment management work.

Psychological counseling and support within employment services also have a significant impact on students' employment management. During the job-seeking process, students in private colleges and universities may encounter various pressures and challenges, such as fierce employment competition and setbacks in job applications, which can easily lead to negative emotions like anxiety and inferiority. Effective employment services should pay attention to students' mental health, providing timely psychological counseling and support to help them adjust their mindset and face employment with an optimistic attitude. Private colleges should establish specialized employment psychological counseling rooms to offer one-on-one counseling services to students. If students' psychological needs are neglected, they may be affected by psychological issues that hinder their job performance or even lead them to abandon employment opportunities, posing a significant obstacle to the employment management of students in private colleges and universities.

In conclusion, employment services play a pivotal role in the employment management of students in private colleges and universities. From providing employment information, career guidance, and training to psychological counseling and support, employment services significantly influence students' employment choices, job-seeking abilities, and employment mindset, thereby determining the overall effectiveness of employment management of students in private colleges and universities.

4.2.3 Employment Guidance Curriculum System Has a Significant Impact on the Employment Management of Students in Private Colleges

The employment guidance curriculum system, as the core vehicle for private colleges and universities to carry out employment management work, has a significant and pivotal influence on the effectiveness of students' employment management due to its scientific nature and comprehensiveness.

From the perspective of shaping students' career cognition, a well-designed employment guidance curriculum system serves as an important cornerstone of students in private colleges and universities to build a clear understanding of their careers. Upon enrollment, students in private colleges often have limited knowledge about the career

fields corresponding to their majors and lack a clear career direction. A comprehensive employment guidance curriculum system includes career planning initiation courses, which, guided by professional teachers, help students understand the characteristics, development prospects, and required skills of different professions. The incorporation of industry lectures in the curriculum, where experts from various fields share industry trends and career experiences, enables students to perceive the allure and challenges of different careers. This helps students broaden their career horizons and clarify their career goals. If the curriculum system is lacking or unreasonable, students will find it difficult to form a systematic career cognition. As a result, they are prone to blindly following trends or feeling lost and helpless when making employment choices, posing significant challenges to the employment management work of private colleges and universities and increasing the difficulty and workload of employment guidance.

In terms of enhancing students' employability, the employment guidance curriculum system plays a crucial role. With the increasingly fierce competition in the job market, students in private colleges and universities need to possess solid professional skills and good comprehensive qualities to stand out. The job-seeking skills training courses within the employment guidance curriculum system, such as resume writing, interview techniques, and workplace etiquette, can improve students' job-seeking abilities. Employment guidance courses, by incorporating practical components like mock interviews and workplace internships, allow students to accumulate experience in practice and enhance their ability to cope with real-world work. Mock interview courses, for instance, enable students to familiarize themselves with the interview process, master interview techniques, and improve their interview performance.

The employment guidance curriculum system also has a significant impact on adjusting students' employment mindset. During the job-seeking process, students in private colleges and universities may encounter various pressures and setbacks, such as job application failures and intense employment competition, which can easily lead to negative emotions like anxiety and inferiority. A well-rounded employment guidance curriculum system integrates mental health education content. By offering relevant courses or organizing psychological lectures, the system helps students correctly understand employment pressure, learn to cope with setbacks, and maintain an optimistic employment mindset. The curriculum guides students in self-awareness and emotional management, making them understand that job application failures are normal and that the key is to learn from failures and continuously improve themselves.

In conclusion, employment guidance curriculum system plays a vital role in the employment management of students in private colleges and universities. It significantly influences students' employment choices and outcomes in multiple aspects, including career cognition shaping, employability enhancement, and employment mindset adjustment, thereby determining the overall quality and effectiveness of employment management of students in private colleges and universities.

4.2.4 Employment Guidance Faculty Team Has a Significant Impact on the Employment Management of Students in Private Colleges

As the direct implementers and key drivers of the employment management of students in private colleges and universities, the professional competence, skill levels, and work attitudes of the employment guidance faculty team have a significant and far-reaching impact on the effectiveness of students' employment management.

From the perspective of imparting professional knowledge, a highly competent employment guidance faculty team serves as a guarantee of students in private colleges and universities to acquire accurate employment information and scientific career planning knowledge. Due to factors such as limited school resources and their own life experiences, students in private colleges often have relatively weak employment knowledge reserves. Excellent career guidance teachers, leveraging their profound professional knowledge and rich industry experience, can provide in-depth interpretations of employment policies and analyses of employment market trends, helping students understand the development prospects and job requirements of different industries. When explaining employment opportunities in an emerging industry, for instance, these teachers can not only introduce the basic situation of the industry but also analyze the professional skills and professional qualities required in the industry by combining real-life cases, enabling students to have a clearer understanding of their career directions.

In terms of personalized guidance, the role of the employment guidance faculty team is particularly prominent. Students in private colleges and universities exhibit significant individual differences in terms of their academic backgrounds, interests, and career goals. Professional career guidance teachers can provide personalized career planning and employment guidance services based on the characteristics of each student. They engage in in-depth communications with students to understand their strengths and weaknesses and tailor career development plans for them. For students with entrepreneurial intentions, teachers offer guidance on interpreting entrepreneurship policies and planning entrepreneurial projects. For students aspiring to join large enterprises, teachers help them enhance their interview skills and resume writing abilities. If the faculty team cannot provide personalized guidance and adopts a one-size-fits-all approach, it will fail to meet the diverse needs of students, affecting their employment quality and, consequently, reducing the effectiveness of employment management of students in private colleges and universities.

The work attitudes and sense of responsibility of the employment guidance faculty team also have a crucial impact on students' employment management. Proactive and responsible teachers take the initiative to monitor students' employment progress and promptly address any issues they encounter during the job-seeking process. They

maintain close contact with enterprises to secure more employment opportunities for students while encouraging them to participate in job fairs and internships. When students face setbacks in their job searches, teachers offer comfort and encouragement, help them analyze the reasons for their failures, adjust their mindsets, and regain confidence in their employment prospects. If the faculty team has a negative work attitude and lacks a strong sense of responsibility, treating students' employment problems perfunctorily, it will leave students feeling helpless and disappointed, eroding their trust in the employment guidance work and hindering the smooth implementation of employment management of students in private colleges and universities.

In conclusion, the employment guidance faculty team plays a vital role in the employment management of students in private colleges and universities. Their professional knowledge, personalized guidance capabilities, and work attitudes significantly influence students' employment choices, employment quality, and job satisfaction, thereby determining the overall effectiveness of employment management of students in private colleges and universities.

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Employment management approaches have a significant impact on the employment management of students in private colleges.	Supported
H2	Employment services have a significant impact on the employment management of students in private colleges.	Supported
H3	Employment guidance curriculum system has a significant impact on the employment management of students in private colleges.	Supported
H4	Employment guidance faculty team has a significant impact on the employment management of students in private colleges.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study confirms that in the context of new forms of employment, employment management approaches, employment services, employment guidance curriculum system, and employment guidance faculty team all have a significant positive impact on enhancing the level of employment management of students in private colleges and universities. Among these factors, employment guidance faculty team ($\beta = 0.255, p < 0.001$) and employment guidance curriculum system ($\beta = 0.210, p < 0.001$) emerge as the two core driving forces. The construction of a specialized faculty team (such as the deployment of career planning mentors and enterprise practice mentors) makes the most prominent contribution to the effectiveness of employment management, followed by systematic curriculum design (which encompasses the cultivation of digital skills and cross-disciplinary abilities required in the new employment landscape). Together, these two elements form the pillar factors for improving the quality of employment management. The optimization of employment management approaches ($\beta = 0.186, p < 0.001$) (such as the application of digital platforms and the standardization of processes) serves as the foundational support layer, significantly enhancing overall efficiency by improving management effectiveness and precision. In comparison, although employment services ($\beta = 0.074, p = 0.007$) exhibit statistical significance, their contribution is relatively limited. This suggests that the current service models (such as traditional recruitment matching and policy consulting) may suffer from homogeneity or a lack of adaptability to the demands of the new employment landscape.

In summary, to enhance the effectiveness of employment management in private colleges and universities, it is essential to build a foundation on faculty specialization and curriculum systematization, coordinate the upgrading of management methods, and reconstruct the content of employment services in a targeted manner to respond to the trend of flexible employment.

5.2 Recommendation

(1) Optimize Employment Management Approaches to Enhance Management Efficiency and Precision

Private colleges and universities should proactively embrace the trends of the digital age and actively construct a digital employment management platform. This platform should make full use of advanced technologies such as big data and cloud computing to integrate core functions like employment information dissemination, student job-seeking tracking, and enterprise recruitment matching. By collecting and analyzing multi-dimensional data on students' majors, job-seeking intentions, skill

levels, etc., the platform can achieve precise delivery of employment information. For instance, for students majoring in computer science, the platform can prioritize the dissemination of recruitment information from relevant technology enterprises, preventing students from having to sift through information and improving their job-seeking efficiency. The platform should also possess data statistics and analysis capabilities, providing strong support for the school to understand employment trends and adjust management strategies. Using platform data, the school can analyze popular employment trends for various majors and shifts in employer recruitment demands. This information allows the school to make targeted adjustments to its major offerings and optimize talent development plans, ensuring that students' knowledge aligns better with market needs. The platform can also include a student feedback module, allowing students to evaluate and make suggestions on employment information and job-seeking services. The school can then improve management methods promptly based on this feedback, forming a virtuous cycle.

In terms of implementing refined management, private colleges and universities need to categorize students in detail based on factors such as their major characteristics, grade levels, and employment intentions. The school should formulate personalized employment management plans for different categories of students. For lower-grade students, the school should focus on conducting career planning enlightenment education. The school can help them establish correct career concepts by organizing career lectures and career experience activities. For example, the school can invite outstanding alumni from various industries to return to campus and share their career experiences, enabling students to have a direct perception of the work content and career development paths of different professions. For upper-grade students, the school should strengthen job-seeking skills training and employment recommendation efforts. It can organize activities such as mock interviews and resume writing training to enhance their job-seeking competitiveness. The mock interviews organized by the school can invite enterprise HR experts as judges, following the real interview process, and provide detailed feedback and suggestions to students afterward. The school should also establish student employment files to record students' job-seeking progress and employment situations, facilitating timely follow-up and guidance. The employment files should not only record students' basic information and job-seeking intentions but also track their interview situations, employment offers, etc. For students encountering difficulties in job-seeking, the school should arrange for specialized teachers to provide one-on-one counseling, helping students analyze and solve problems to improve their employment success rate.

(2) Improve the Employment Services System to Enhance Service Effectiveness and Coverage

Expanding employment information channels is a crucial aspect of perfecting the employment services system in colleges and universities. Private colleges and universities should break free from the limitations of traditional methods of obtaining

employment information and actively establish partnerships with various employment websites and social media platforms. By integrating resources from multiple sources, they can provide students with a rich and diverse array of employment information. Universities can collaborate with well-known recruitment websites to set up exclusive employment information sections on their platforms, promptly publishing the school's recruitment information and employment policies. Additionally, universities should build an alumni resource database and strengthen connections and cooperation with alumni. Through alumni recommendations and recruitment by alumni-owned enterprises, they can open up more employment channels for students. As experienced individuals, alumni can offer students more authentic workplace insights and employment advice, thereby boosting their confidence in job-seeking. The school can regularly organize alumni return events, creating platforms for alumni-student interactions, so that students have the opportunity to communicate face-to-face with alumni and gain first-hand workplace experiences. The school can also leverage alumni resources to arrange enterprise visits, enabling students to gain an on-site understanding of enterprise operation models and work environments, thus preparing them for future job searches.

Offering a diverse range of employment services can meet the varied needs of students. In addition to regular employment information dissemination and job fair organization, private colleges and universities should also introduce personalized service items such as career assessments, resume optimization, interview coaching, and workplace etiquette training. Career assessments can help students understand their career interests, personality traits, and strengths, providing a scientific basis for career planning. The school can introduce professional career assessment tools and arrange for specialized teachers to interpret the assessment results, guiding students to adjust their career plans accordingly. Resume optimization and interview coaching can enhance students' job-seeking skills and increase their competitiveness in the job market. The school can invite senior HR experts from enterprises to deliver special lectures on resume writing and interview techniques, as well as provide one-on-one resume modification and mock interview guidance. Workplace etiquette training helps students better adapt to the workplace environment and demonstrate good professional qualities. The training content can cover business etiquette, communication etiquette, and social etiquette, combining theoretical explanations with practical exercises to enable students to master the basic norms of workplace etiquette. The school can invite professional etiquette trainers to deliver lectures, thereby improving students' workplace etiquette standards.

(3) Optimize the Employment Guidance Curriculum System to Enhance Curriculum Quality and Practicality

Constructing a systematic employment guidance curriculum system in universities is pivotal for enhancing students' employability. Private colleges and universities should design a curriculum that encompasses career planning, job-seeking skills,

professional qualities, and other aspects based on students' different learning stages and employment needs. In the freshman year, the school should offer introductory career planning courses to guide students in self-awareness, understanding the professional world, and formulating preliminary career plans. Teaching methods such as case analysis and group discussions can be employed to engage students and stimulate their interest in career planning. During the sophomore and junior years, the school should introduce courses on job-seeking skills and professional qualities, including resume writing, interview techniques, communication skills, and teamwork, to enhance students' job-seeking abilities and workplace adaptability. In the senior year, universities should provide employment internship and career guidance courses to help students integrate theoretical knowledge with practical experience, accumulate work experience, and smoothly transition from campus to the workplace. The school can collaborate with enterprises to offer internship positions for students and assign dedicated teachers to track and guide students' internships, ensuring the effectiveness of the internships.

Updating curriculum content promptly is an inevitable requirement for adapting to new forms of employment. With the continuous emergence of new employment forms, such as the rapid development of the digital economy, artificial intelligence, and cross-border e-commerce, private colleges, and universities should promptly adjust the content of employment guidance courses by incorporating knowledge and skill training related to emerging industries and new occupations. The school can offer courses such as "Employment Trend Analysis in the Digital Economy," "Talent Demand and Career Development Directions in the Artificial Intelligence Industry," and "Operation Models and Job-Seeking Skills in Cross-Border E-Commerce" to enable students to understand the development prospects and employment opportunities in emerging industries and broaden their career horizons. The school can invite experts from emerging industries and corporate executives to participate in curriculum design and teaching, ensuring the authority and practicality of the curriculum content. By inviting industry experts and corporate executives into the classroom to share practical work experiences and industry trends, the school can make the curriculum content more relevant to reality, thereby enhancing students' learning interests and application abilities. After expert lectures, the school can arrange interactive sessions between students and experts, allowing students to raise their questions and doubts and obtain professional answers and suggestions. The school can also encourage students to participate in practical projects in emerging industries, enabling them to learn and grow through practice and improve their innovative and practical abilities.

(4) Strengthen the Construction of Employment Guidance Faculty Team to Enhance Teachers' Professional Competence and Expertise

Intensifying faculty training is a crucial approach for private colleges and universities to enhance the professionalism of employment guidance teachers. These institutions should regularly organize employment guidance teachers to participate in

professional training programs and learning exchange activities, inviting renowned domestic and international experts and scholars in employment guidance to deliver lectures and provide guidance. The training content should cover aspects such as interpretation of employment policies, theories and methods of career planning, guidance on job-seeking skills, and analysis of the employment market. This will help teachers update their educational philosophies and master the latest employment guidance methods and techniques. Universities should encourage teachers to take relevant professional qualification certification exams, such as those for career planners and human resource managers, to improve their professional standards and career recognition. The school can provide teachers with certain learning materials and time support for exam preparation and offer rewards to those who pass the exams. Additionally, the school can organize teachers to visit other universities or enterprises for learning purposes, drawing on advanced employment guidance experiences and management models to enhance their professional capabilities.

Establishing incentive mechanisms can fully mobilize the enthusiasm and initiative of employment guidance teachers. Private colleges and universities should set up a special reward fund for employment guidance work to recognize and reward teachers who excel in this area, such as through awards for Outstanding Employment Guidance Teacher and Innovation in Employment Guidance. Rewards can include not only material incentives but also honorary certificates and promotion opportunities, allowing teachers to feel that their work is acknowledged and valued. Universities should incorporate employment guidance work performance into evaluation systems such as teacher academic title evaluation and performance appraisals, ensuring that teachers' work achievements are fully recognized and rewarded. In academic title evaluations, universities should appropriately increase the weight of employment guidance work performance to encourage teachers to place greater emphasis on this aspect of their work. The school should also provide teachers with a favorable working environment and development space, encouraging them to engage in research and practical activities related to employment guidance and continuously improve their professional standards and teaching abilities. Through these measures, universities can offer students higher-quality and more professional employment guidance services, helping them better achieve their employment goals.

5.3 Further Study

In subsequent research, the first focus will be on further expanding the scope of data collection. The current study primarily concentrates on a portion of private colleges and universities within specific regions, and the data samples exhibit certain limitations in terms of geographical coverage and types of institutions. In the future, the research will broaden the survey scope to encompass private colleges and universities from regions with varying levels of economic development, as well as institutions with different educational levels and characteristics. By selecting more representative

institutions nationwide to conduct questionnaires, field interviews, and case studies, comprehensive information related to employment management work will be gathered. An in-depth analysis will be carried out to identify the differences and commonalities in employment management among private colleges and universities across different regions and types, thereby providing more universal and targeted suggestions for enhancing the level of employment management in private colleges and universities nationwide.

Secondly, the research will delve into the long-term impact mechanisms of new forms of employment on the employment management of private colleges and universities. With the continuous advancement of technology and the ongoing adjustment of industrial structures, new forms of employment, such as the gig economy, remote work, and occupations related to the sharing economy, will continue to emerge and evolve. The research will keep track of the development trends of these new forms of employment and investigate their long-term impacts on aspects such as the major settings, talent cultivation models, employment guidance services, and employment management philosophies of private colleges and universities.

Lastly, the research will strengthen in-depth studies on the role of individual student factors in employment management. As the main actors in employment, students' personal abilities, career interests, employment perceptions, and other factors significantly influence employment outcomes. Future research will pay closer attention to individual differences among students, comprehensively understanding their characteristics and employment needs through methods such as psychological assessments, behavioral observations, and in-depth interviews. Simultaneously, the research will explore how to formulate personalized employment management plans based on students' differences, such as personalized career planning guidance, precise delivery of employment information, and customized job-seeking skills training, to improve the effectiveness of employment management and students' employment satisfaction.

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Appendix

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part I :

Please fill in the following basic information:

1. Your gender

A Male

B Female

2. Your grade

A Freshman

B Sophomore

C Junior

D Senior

3. Your academic discipline category

A Liberal arts

B Sciences

C Engineering

D Others

4. Your place of origin

A Urban

B Rural

Part II:

Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√." The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree, two indicates relatively disagree, three indicates neutral, four indicates relatively agree, and five indicates strongly agree

Measuring Item	Strongly Disagree	Relatively Disagree	Neutral	Relatively Agree	Strongly Agree
Employment Management Approaches					
The school utilizes a digital employment management platform to					

conduct employment management, which has significantly enhanced the efficiency of employment management work.					
The school has formulated a personalized employment management plan for me, which has been of great help to my employment prospects.					
The school maintains communication with me and adjusts employment management measures according to my needs. I am very satisfied with the employment management.					
The school offers a wide variety of employment services.					
The school can promptly adjust its employment management approaches in response to the development of new forms of employment, which I highly appreciate.					
Employment Services					
The employment information provided by the school covers a broad range and is updated promptly.					
The school offers personalized employment guidance services for me.					
The school actively collaborates with enterprises to provide us with employment practice opportunities such as internships and training					

programs.					
The school provides professional employment psychological counseling services, which have helped me alleviate the pressure of job hunting.					
The school continues to pay attention to my work situation even after I have secured employment.					
Employment Guidance Curriculum System					
The content of the school's employment guidance courses closely aligns with the actual needs of various professions under the new forms of employment.					
The structure of the school's employment guidance courses is reasonable, with a clear plan.					
The school's employment guidance courses employ a variety of teaching methods.					
The teachers of the school's employment guidance courses possess rich industry experience and professional knowledge.					
The school regularly evaluates the employment guidance courses and collects feedback from students.					
Employment Guidance Faculty Team					
The employment guidance teachers have					

profound professional knowledge.					
The employment guidance teachers possess extensive enterprise work experience or industry practical experience.					
The employment guidance teachers are adept at utilizing diverse guidance techniques.					
The employment guidance teachers maintain good communication and interaction with me.					
The employment guidance teachers actively participate in various training and learning activities.					
Employment Management					
The employment information provided by the school accurately matches my major, skills, and job-seeking intentions.					
Based on my characteristics, the school has formulated a personalized employment guidance plan for me.					
The employment practice opportunities such as internships and training programs provided by the school are of high quality and closely related to my field of study.					
When I faced significant pressure during the employment process, the					

school promptly provided me with professional employment psychological counseling services.					
The school regularly collects my feedback on employment management work.					
The school continues to pay attention to my work situation even after I have secured employment.					

