

## The Influence of University Students' Social Practice on Employability: A Case Study of Shandong Province, China

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### Abstract

The phenomenon that university students graduate, namely unemployment, and it is difficult for the labor demand side to recruit suitable talents coexist, which gives birth to the research on the employability of university students. Previous studies have shown that due to the expansion of higher education and the intensification of industrial competition, the labor demand side pays more attention to the career orientation, values, expectations and career decision-making ability possessed by graduates, as well as the adaptability to positions, these are difficult to obtain and form informal classes. It is an important guarantee for the continuous development of the society to improve the employment ability of university students and enhance their ability to obtain jobs, maintain careers, develop careers and continuously gain breakthroughs and realize personal values in their career, and values, especially professional values, are important factors that affect employability. The professional values of university students refer to the persistent tendency, a profound influence on university students' career choice, and the stable inner scale reflected in the process of university students' career choice according to their own needs. This study explores the cultivation and promotion of university students' social practice and employment ability as well as the role of professional values in it.

In the quantitative research, the university students' social practice has a significant impact on the three dimensions of employability. At the same time, there is a significant positive correlation between university students' professional values and employability. In addition, the intermediary analysis shows that professional values play a partial intermediary role in the relationship between university students' social practice and employability, indicating that there is a close relationship between the three. In qualitative analysis, interviews were conducted to gain an in-depth understanding of 25 university students' participation in social practice and to collect relevant information on employability and professional values. Research shows that social practice activities have played an obvious role in cultivating university students' ability to bear hardships and stand hard work, sense of responsibility, interpersonal communication ability, organizational coordination ability, social adaptability, and teamwork ability.

**Keywords:** University Students; Social Practice; Employability; Professional Values

## Introduction

Under the background of the knowledge economy, in order to achieve long-term stable and sustainable development of China's economy, it is objectively required that the mode of economic development should be changed from quantity type to quality type, and the mode of growth should be changed from extensive type to intensive type. The successful realization of economic transformation is affected by many factors, among which the improvement of workers' quality has become one of the important factors to promote economic transformation, and the source of workers' quality comes from education (Yahui, 2017). In recent years, with the continuous promotion of popularization of higher education in our country, the number of university graduates has increased year by year. However, university students should have been the most popular high-level talents in the human resources market, but they have encountered employment problems for many years and the employment situation is increasingly grim (Ting, 2014). Suditu (2012), a senior researcher at the University of California at Berkeley Higher Education Research Center, wrote in social research that in 2017, among the 8 million Chinese graduating undergraduates and postgraduates, 1/4 of the people failed to find a job in time. There are many reasons for university students' employment difficulties, and the current situation of university students "having knowledge but not ability" has been frequently adjusted. According to the questionnaire survey for university students and employers organized by relevant statistical departments, "University students lack practical experience" is the primary factor causing this phenomenon. When some employers recruit university students, first, consider internship experience and practical ability (Fan et al., 2020).

University students are no longer synonymous with successful employment. If they only "study hard", they will be eliminated by the market. With the deepening of people's understanding of this, the call for universities and universities to attach importance to the combination of knowledge and ability and theory and practice in the process of personnel training is getting higher and higher (Wenlong, 2020). As an effective way for young people to become talented, social practice activities promote young students to use knowledge and learn knowledge initiatively in practice, cultivate students' practical ability, improve their comprehensive quality, it plays an important role in helping university students realize socialization smoothly and then obtain employment (Ruolan et al., 2019). Therefore, universities and universities have incorporated social practice activities into the overall teaching planning of schools, vigorously carried out various forms of social practice activities,

and encouraged university students to participate actively. In the past 20 years, the social practice of university students in our country has developed steadily from difficult exploration to today. As a university student who has graduated for many years, the author has participated in social practice activities for many times and deeply felt the importance of social practice activities for improving the employability of university students, in which there are gains and confusion, therefore, this topic is chosen for research, in order to enrich people's understanding and understanding of the social practice to cultivate university students' employment ability in both theory and practice.

### Research Objectives

- 1) To clarify the relationship between university students' social practice and employability.
- 2) To study the relationship between social practice and professional values.
- 3) To study the influence of professional values on the employability of university students.
- 4) To explore the role of professional values in university students' social practice and employability.

### Literature Review

Since the 1990s, in order to promote higher education to better serve economic and social development, the state has continuously increased its investment in higher education and has begun to implement the policy of expanding university enrollment. However, with the continuous increase in the number of university students, the employment situation has become increasingly severe. Many employers report that many students have high-level and low-handedness and their hands-on and organizational skills cannot meet the needs of actual work. This has made some social departments "daunt" from accepting university students. Under the new form of the knowledge economy, science and technology are developing rapidly, and the speed of knowledge update is greatly accelerated. To maintain the sustainable development of the economy, it is necessary to need compound workers with multiple skills, and the selection and use of talents is becoming more and more.

Baek and Soo (2018) believe that social practice is a series of long-term helping actions, which are planned, prepared, proactive rather than reactive, post-reactive actions, and actions that carry corresponding responsibilities within a certain period of time. Is a formalized and popular action. Balzer<sup>TM</sup> pointed out that social practice activities are one of the basic forms of human activities. They are collective

behaviors that can be implemented cyclically to achieve collective goals. University students need to participate in social practice in order to improve their knowledge structure. Friedmann (2011) elaborated on the epistemology of social practice, claiming that the evaluation of the world should be objective and truthful, or at least reveal a continuously expanding truth. Shay (2008) pointed out that the word “practice” indicates that human behavior is habitual, persistent, purposeful and conscious (not always conscious), and more attention should be paid to the behavior and behavior of people who participate in practice. The interrelationships of the social environment that make up the practice activities. Kenn Allen, the former president of the International Volunteer Association, pointed out that as a social practice activity; voluntary service is essentially a voluntary, altruistic, and non-direct fund return activity. It is an active way of working rather than simply Leisure activities of volunteers. Chinese scholar Mou Zongquan pointed out by studying the social practice of foreign university students that various social practices in Western countries have laid the foundation for extending the effectiveness of classroom teaching in schools. Various club activities and teaching practice activities are the basic content of social practice activities. Huberman (1983) regards the social practice as the link of knowledge transformation and points out that the theoretical world and the objective world are connected by a link, and social practice plays the role of this link. When people analyze problems from the perspective of knowledge transformation, the role of this link is more and more obvious. Although scholars have different understandings of university students' employability, they all point out that social practice activities have played a positive role in cultivating university students' employability through research, social adaptability, interpersonal skills, teamwork and innovation skills have attracted more attention. At present, the research on social practice activities and the cultivation of university students' employment ability in our country is relatively common and has achieved certain results, however, the comprehensive research on social practice and the cultivation of university students' employment ability is still relatively few. In the few relevant documents, the explanation on the role of social practice activities in the cultivation of university students' employment ability is relatively general; there is a lack of direct empirical research and almost no systematic theoretical results. In addition, no relevant scholars take professional values as intermediary variables to conduct in-depth research.

## Research Conceptual Framework

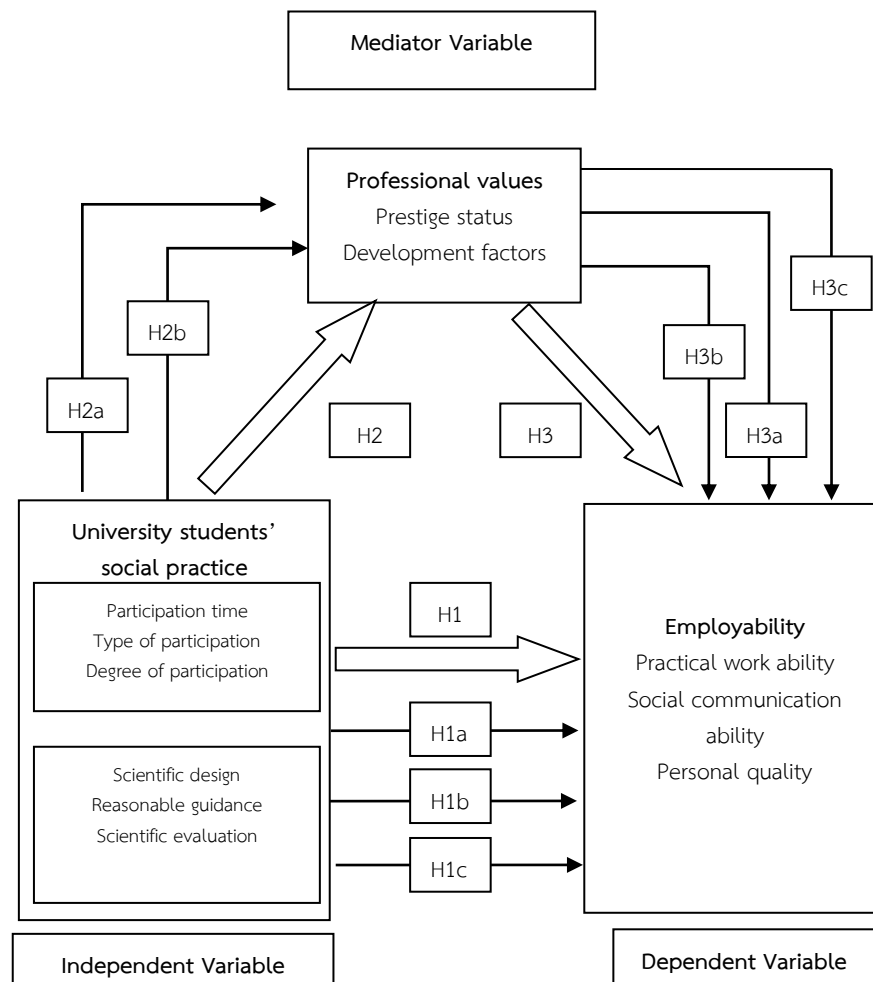


Figure 1 Conceptual Framework

## Research Hypothesis

- H1 University students' social practice has a significant impact on employability.
- H2 University students' social practice has a significant impact on professional values.
- H3 Professional values have a significant impact on employability.
- H4 Professional values play a mediating role between university students' social practice and employability.

## Research Methodology

This study uses the method of quantitative research, with the help of a questionnaire, to investigate the medical college graduates in Shandong Province.

This research is aimed at university students who have been employed within two years after graduation, but the number of university students graduating each year in China exceeds 7 million, which makes it too difficult to do research in the whole group. Therefore, the scope of this study is limited to eligible university students in Shandong province. These university students graduated in 2019-2021 and have been employed for 0.5-2 years. According to the graduate data provided by the Shandong University student employment guidance center, there were about 1,150,200 university graduates in Shandong province in 2019-2021.

The author himself works in the employment guidance department of universities and universities and is closely related to the employment authorities of universities and universities in the province. In addition, relying on "Shandong University students' employment information network", we can get online contact with university graduates in Shandong province. In six universities including Shandong University, Qingdao University, Shandong University of Traditional Chinese Medicine, Jinan University, Shandong University of Science and Technology and Linyi University, 500 eligible university students were randomly selected as the survey objects. A total of 500 questionnaires were sent through WeChat, QQ and email. 457 valid questionnaires were collected, and the effective recovery rate was 91.4%. The reliability of the data collected in the questionnaire was tested using SPSS19.0, statistical software, and the results showed that the reliability of the questionnaire was good. KMO and Bartlett sphere tests were also carried out, and the data showed that the questionnaire has good validity. The questionnaire has been well studied through descriptive analysis, correlation analysis, and regression analysis.

## Research Results

### Correlation analysis

After the correlation analysis of each variable in the model, the analysis results are shown in the following table.

Table1 Correlation analysis

|  | average<br>value | standard<br>deviation | 1        | 2        | 3        | 4        | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--|------------------|-----------------------|----------|----------|----------|----------|---|---|---|---|---|----|----|
| scientific design (1)                          | 3.812            | 0.772                 | 1        |          |          |          |   |   |   |   |   |    |    |
| reasonable guidance<br>(2)                     | 3.800            | 0.852                 | 0.287*** | 1        |          |          |   |   |   |   |   |    |    |
| scientific evaluation<br>(3)                   | 3.712            | 0.845                 | 0.219*** | 0.254*** | 1        |          |   |   |   |   |   |    |    |
| University<br>students' social<br>practice (4) | 3.785            | 0.596                 | 0.705*** | 0.823*** | 0.560*** | 1        |   |   |   |   |   |    |    |
| Prestige status (5)                            | 3.694            | 0.840                 | 0.452*** | 0.472*** | 0.461*** | 0.638*** | 1 |   |   |   |   |    |    |

|  | average<br>value | standard<br>deviation | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11 |
|--|------------------|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----|
| development factors<br>(6)             | 3.541            | 0.910                 | 0.526*** | 0.395*** | 0.371*** | 0.597*** | 0.404*** | 1        |          |          |          |          |    |
| Professional values<br>(7)             | 3.625            | 0.731                 | 0.581*** | 0.519*** | 0.499*** | 0.738*** | 0.855*** | 0.819*** | 1        |          |          |          |    |
| practical work ability<br>(8)          | 3.644            | 0.917                 | 0.557*** | 0.488*** | 0.385*** | 0.673*** | 0.536*** | 0.609*** | 0.681*** | 1        |          |          |    |
| social<br>communication<br>ability (9) | 3.883            | 0.774                 | 0.443*** | 0.514*** | 0.509*** | 0.674*** | 0.613*** | 0.511*** | 0.673*** | 0.498*** | 1        |          |    |
| personal quality (10)                  | 3.547            | 0.873                 | 0.204*** | 0.309*** | 0.372*** | 0.396*** | 0.375*** | 0.334*** | 0.424*** | 0.377*** | 0.344*** | 1        |    |
| Employability (11)                     | 3.697            | 0.673                 | 0.539*** | 0.567*** | 0.533*** | 0.759*** | 0.655*** | 0.639*** | 0.772*** | 0.857*** | 0.772*** | 0.692*** | 1  |

\*  $p < 0.05$  \*\*  $p < 0.01$  \*\*\*  $p < 0.001$

It can be seen from Table 1 that the correlation coefficients between the three dimensions of university students' social practice and the two dimensions of professional values are all positive, and the significance of the correlation is less than 0.01, indicating that there is an obvious positive correlation; The correlation coefficients between the three dimensions and the three dimensions of employability are all positive, and the significance of the correlation is less than 0.01, indicating that there is a significant positive correlation; the two dimensions of professional values and the three dimensions of employability The correlation coefficients between them are all positive, and the significance of the correlation is less than 0.01, indicating that there is an obvious positive correlation. Therefore, the theoretical model established in this study involves the research on university students' social practice, professional values and employability. The hypothesis has been initially confirmed, and there is a positive correlation between the variables in the model.

### Regression analysis

#### 1. Regression Analysis of the Impact of University Students' Social Practice on Employability

1) Hypothesis 1a: University students' social practice has a significant impact on practical workability.

Table 2 The regression analysis results of university students' social practice on practical workability

| Variable              | B          | T      | sig      | VIF   |
|-----------------------|------------|--------|----------|-------|
| Constant              | -0.399     | -1.931 | 0.054    | -     |
| scientific design     | 0.500      | 11.627 | 0.000*** | 1.118 |
| reasonable guidance   | 0.336      | 8.565  | 0.000*** | 1.138 |
| scientific evaluation | 0.232      | 5.954  | 0.000*** | 1.096 |
| R Square              | 0.469      |        |          |       |
| Adjusted R Square     | 0.466      |        |          |       |
| F                     | 133.457*** |        |          |       |

\*  $p < 0.05$  \*\*  $p < 0.01$  \*\*\*  $p < 0.001$  (Same below)

As shown in Table 2, the R-square of the regression model is 0.469, the adjusted R-square is 0.466, the fit is good, and most of the explained variables can be well explained by the model. The observed value of the F test statistic is 133.457, and the corresponding probability P-value is 0.000. According to the results of this table, the significance test of the regression equation can be carried out. Since the P-value was less than 0.05, a linear model was established. The regression coefficient results show that the VIF value is less than 5, indicating that there is no multicollinearity between independent variables, scientific design, reasonable guidance, and scientific evaluation are all significant at the 0.05 level, and the regression coefficients are 0.500, 0.336, and 0.232, respectively, indicating that scientific design, reasonable guidance, and scientific evaluation have a significant positive impact on the actual workability. So H1a holds.

**2) Hypothesis 1b: University students' social practice has a significant impact on social communication ability.**

Table 3 The regression analysis results of university students' social practice on social communication ability

| Variable                 | B          | T      | sig      | VIF   |
|--------------------------|------------|--------|----------|-------|
| <b>Constant</b>          | 0.442      | 2.559  | 0.011*   | -     |
| scientific design        | 0.265      | 7.374  | 0.000*** | 1.118 |
| reasonable guidance      | 0.314      | 9.574  | 0.000*** | 1.138 |
| scientific evaluation    | 0.333      | 10.246 | 0.000*** | 1.096 |
| <b>R Square</b>          | 0.480      |        |          |       |
| <b>Adjusted R Square</b> | 0.476      |        |          |       |
| <b>F</b>                 | 139.345*** |        |          |       |

As shown in Table 3, the R-square of the regression model is 0.480, the adjusted R-square is 0.476, the fit is good, and most of the explained variables can be well explained by the model. The observed value of the F test statistic is 139.345, and the corresponding probability P-value is 0.000. According to the results of the table, the significance test of the regression equation can be carried out. Since the P-value was less than 0.05, a linear model was established. The regression coefficient results show that the VIF value is less than 5, indicating that there is no multicollinearity between independent variables, scientific design, reasonable guidance and scientific evaluation are all significant at the 0.05 level, and the regression coefficients are 0.265, 0.314 and 0.333, respectively, indicating that scientific design, reasonable guidance and scientific evaluation have a significant positive impact on social communication ability. So H1b holds.

**3) Hypothesis 1c: University students' social practice has a significant impact on personal quality.**

Table 4 The regression analysis results of university students' social practice on personal quality

| Variable              | B         | T     | sig      | VIF   |
|-----------------------|-----------|-------|----------|-------|
| Constant              | 1.240     | 5.117 | 0.000*** | -     |
| scientific design     | 0.087     | 1.730 | 0.084    | 1.118 |
| reasonable guidance   | 0.215     | 4.673 | 0.000*** | 1.138 |
| scientific evaluation | 0.311     | 6.827 | 0.000*** | 1.096 |
| R Square              | 0.193     |       |          |       |
| Adjusted R Square     | 0.188     |       |          |       |
| F                     | 36.104*** |       |          |       |

As shown in Table 4, the R-square of the regression model is 0.193, the adjusted R-square is 0.188, the fit is good, and most of the explained variables can be well explained by the model. The observed value of the F test statistic is 36.104, and the corresponding probability P-value is 0.000. According to the results of this table, the significance test of the regression equation can be carried out. Since the P-value was less than 0.05, a linear model was established. The regression coefficient results show that the VIF value is less than 5, indicating that there is no multicollinearity between independent variables, reasonable guidance and scientific evaluation are significant at the level of 0.05, and the regression coefficients are 0.215 and 0.311, respectively, indicating that reasonable guidance and scientific evaluation are effective for individuals. Quality has a significant positive effect, while the scientific design has no significant effect on personal quality. Hence H1c holds.

## 2. Regression Analysis of the Impact of University Students' Social Practice on Professional Values

### 1) Hypothesis 2a: University students' social practice has a significant impact on prestige status.

Table 5 The regression analysis results of university students' social practice on prestige status

| Variable              | B          | T     | sig      | VIF   |
|-----------------------|------------|-------|----------|-------|
| Constant              | 0.153      | 0.777 | 0.438    | -     |
| scientific design     | 0.320      | 7.798 | 0.000*** | 1.118 |
| reasonable guidance   | 0.302      | 8.058 | 0.000*** | 1.138 |
| scientific evaluation | 0.317      | 8.551 | 0.000*** | 1.096 |
| R Square              | 0.424      |       |          |       |
| Adjusted R Square     | 0.421      |       |          |       |
| F                     | 111.343*** |       |          |       |

As shown in Table 5, the R-square of the regression model is 0.424, the adjusted R-square is 0.421, the fit is good, and most of the explained variables can be well explained by the model. The observed value of the F test statistic is 111.343, and the corresponding probability P-value is 0.000. According to the results of the

table, the significance test of the regression equation can be carried out. Since the P-value was less than 0.05, a linear model was established. The regression coefficient results show that the VIF value is less than 5, indicating that there is no multicollinearity among the independent variables. Scientific design, reasonable guidance and scientific evaluation are all significant at the 0.05 level. The regression coefficients are 0.320, 0.302 and 0.317, respectively, indicating that scientific design, reasonable guidance and scientific evaluation have a significant positive impact on prestige status. Hence H2a holds.

## 2) Hypothesis 2b: University students' social practice has a significant impact on developmental factors.

Table 6 The regression analysis results of university students' social practice on developmental factors

| Variable              | B         | T      | sig      | VIF   |
|-----------------------|-----------|--------|----------|-------|
| Constant              | -0.104    | -0.470 | 0.639    | -     |
| scientific design     | 0.488     | 10.637 | 0.000*** | 1.118 |
| reasonable guidance   | 0.234     | 5.579  | 0.000*** | 1.138 |
| scientific evaluation | 0.242     | 5.833  | 0.000*** | 1.096 |
| R Square              | 0.387     |        |          |       |
| Adjusted R Square     | 0.383     |        |          |       |
| F                     | 95.368*** |        |          |       |

As shown in Table 6, the R-square of the regression model is 0.387, the adjusted R-square is 0.383, the fit is good, and most of the explained variables can be well explained by the model. The observed value of the F test statistic is 95.368, and the corresponding probability P-value is 0.000. According to the results of this table, the significance test of the regression equation can be carried out. Since the P-value was less than 0.05, a linear model was established. The regression coefficient results show that the VIF value is less than 5, indicating that there is no multicollinearity between independent variables, scientific design, reasonable guidance and scientific evaluation are all significant at the 0.05 level, and the regression coefficients are 0.488, 0.234 and 0.242, respectively, indicating that scientific design, reasonable guidance and scientific evaluation have a significant positive impact on development factors. Hence H2b holds.

## 3 Regression analysis of the influence of professional values on employability

### 1) Hypothesis 3a: Professional values have a significant impact on practical workability.

Table 7 The regression analysis results of professional values on practical workability

| Variable            | B     | T      | sig      | VIF   |
|---------------------|-------|--------|----------|-------|
| Constant            | 0.573 | 3.609  | 0.000*** | -     |
| prestige status     | 0.379 | 9.299  | 0.000*** | 1.195 |
| development factors | 0.472 | 12.556 | 0.000*** | 1.195 |
| R Square            | 0.471 |        |          |       |
| Adjusted R Square   | 0.469 |        |          |       |

|   |            |
|---|------------|
| F | 202.208*** |
|---|------------|

As shown in Table 7, the R square of the regression model is 0.471, and the adjusted R square is 0.469, indicating a good degree of the fitting. Most of the explained variables can be well explained by the model. The observed value of the F-test statistic is 202.208, and the corresponding probability P-value is 0.000. The significance test of the regression equation can be carried out according to the results of the table. Since P-value is less than 0.05, a linear model can be established. The results of the regression coefficient showed that the VIF value was less than 5, indicating that there was no multicollinearity between the independent variables. Both prestige status and development factors had significant significance at the level of 0.05, and the regression coefficients were 0.379 and 0.472, respectively, indicating that both prestige status and development factors had a significant positive influence on practical workability. Hence H3a holds.

**2) Hypothesis 3b: Professional values have a significant impact on social communication ability.**

Table 8 The regression analysis results of professional values on social communication ability

| Variable            | B          | T      | sig      | VIF   |
|---------------------|------------|--------|----------|-------|
| Constant            | 1.278      | 9.431  | 0.000*** | -     |
| prestige status     | 0.448      | 12.876 | 0.000*** | 1.195 |
| development factors | 0.268      | 8.335  | 0.000*** | 1.195 |
| R Square            | 0.459      |        |          |       |
| Adjusted R Square   | 0.456      |        |          |       |
| F                   | 192.355*** |        |          |       |

As shown in Table 8, the R square of the regression model is 0.459, and the adjusted R square is 0.456, indicating a good degree of the fitting. Most of the explained variables can be well explained by the model. The observed value of the F-test statistic is 192.355, and the corresponding probability P-value is 0.000. The significance test of the regression equation can be carried out according to the results of the table. Since P-value is less than 0.05, a linear model can be established. The results of the regression coefficient showed that the VIF value was less than 5, indicating that there was no multicollinearity between the independent variables. Both prestige status and development factors had significant significance at the level of 0.05, and the regression coefficients were 0.448 and 0.268, respectively, indicating that both prestige status and development factors had a significant positive influence on social communication ability. Hence H3b holds.

**3) Hypothesis 3c: Professional values have a significant impact on personal quality.**

Table 9 The regression analysis results of professional values on personal quality

| Variable | B     | T     | sig      | VIF |
|----------|-------|-------|----------|-----|
| Constant | 1.704 | 9.070 | 0.000*** | -   |

|                     |           |       |          |       |
|---------------------|-----------|-------|----------|-------|
| prestige status     | 0.298     | 6.180 | 0.000*** | 1.195 |
| development factors | 0.209     | 4.700 | 0.000*** | 1.195 |
| R Square            | 0.181     |       |          |       |
| Adjusted R Square   | 0.177     |       |          |       |
| F                   | 50.036*** |       |          |       |

As shown in Table 9, the R square of the regression model is 0.181, and the adjusted R square is 0.177, indicating a good degree of the fitting. Most of the explained variables can be well explained by the model. The observed value of the F-test statistic is 50.036, and the corresponding probability P-value is 0.000. The significance test of the regression equation can be carried out according to the results of the table. Since P-value is less than 0.05, a linear model can be established. The results of the regression coefficient showed that the VIF value was less than 5, indicating that there was no multicollinearity between the independent variables. Both prestige status and development factors had significant significance at the level of 0.05, and the regression coefficients were 0.298 and 0.209, respectively, indicating that both prestige status and development factors had a significant positive influence on personal quality. Hence H3c holds.

#### Mediation analysis

This study adopts the bootstrap method in PROCESS in SPSS. According to Hayes' suggestion, set the bootstrap sample size to 5000, and perform the mediation effect test. According to the research of PreacherZ et al., if the bootstrap confidence interval does not contain 0, then the corresponding indirect, direct, or total effect exists, indicating that the corresponding mediating effect exists. To test whether professional values play a mediating role between university students' social practice and employability, the results are as follows:

Table 10 The test results of whether professional values play a mediating role between university students' social practice and employability

|                  | Effect | SE    | t      | p     | Bias Corrected |       |
|------------------|--------|-------|--------|-------|----------------|-------|
|                  |        |       |        |       | LLCI           | ULCI  |
| Total effect     | 0.759  | 0.031 | 24.846 | 0.000 | 0.699          | 0.819 |
| Direct effect    | 0.415  | 0.040 | 10.450 | 0.000 | 0.337          | 0.493 |
| Indirect effects | 0.344  | 0.032 | /      | /     | 0.281          | 0.409 |

From the Bootstrap mediation effect test in Table 10, it can be seen that when professional values are the mediating variable, the indirect effect of university students' social practice on employability is 0.344, and the confidence interval of the Bias-Corrected method at the 95% confidence level is [0.281, 0.409], excluding 0, indicating that the indirect effect is significant; the direct effect is 0.415, and the confidence interval of the Bias-Corrected method at the 95% confidence level is [0.337, 0.493], excluding 0, indicating that the direct effect is significant; that is, It is

said that professional values play a partial mediating role between university students' social practice and employability. Hence H4 holds.

## Discussions

At present, the research on the social practice of university students covers a wide range of topics and has its own characteristics, but many of the results are not satisfactory, superficial, vague and shallow, and lack operability. Of course, this has a lot to do with the dynamic and epochal characteristics of practical activities, and more importantly, there are complex dilemmas from educational concepts to educational structure, organizational operation, process management, and social environment. The research on the mechanism and operation mechanism between social practice and employability is of great significance for exploring the law of practical activity education and promoting the development of social practice education, and even for the construction of related disciplines and the scientific process. This research not only involves various related fields and specific elements of human resource management, but also related disciplines such as philosophy, pedagogy, psychology, sociology, etc. Therefore, the characteristics of openness, comprehensiveness and interdisciplinary nature make practical activity education. The exploration of the machine tends to be endless, and we should also take the initiative to learn from the achievements of other disciplines to improve the deepening of research in pedagogy, psychology and related fields.

This study focuses on the relationship between university students' social practice and employability, and innovatively uses professional values as a mediating variable to explore its mediating role. The previous theoretical achievements are limited to regard professional values as a criterion and rarely use it as a variable. At the same time, in order to better reflect the connotation of social practice in universities, this study divides it into three dimensions: scientific design, reasonable guidance and scientific evaluation, which is conducive to fully reflecting the fundamental purpose of teaching and educating people in universities. Higher education has meaning only when it is integrated into the process of university students' ideological awareness, emotional awareness and practical actions, and transformed into the practical spirit and inner quality that guide the individual actions of university students. The ultimate purpose of any kind of theoretical research is to serve specific practice, and its significance and value are also to guide

specific practice. The purpose of excavating the mechanism of social practice education and its relationship with employability is to go deep into the education process, understand and master the interconnection and interaction between the elements of the process, and provide theoretical support for improving the effectiveness of social practice. At the same time, this research presents a clear problem orientation, starting from an in-depth analysis of the relationship between the current social practice and employability of university students, as well as the problems and deficiencies existing in the process of activities, in order to seek measures and paths for strengthening and improvement. It is an inevitable requirement to improve the effectiveness of social practice education.

However, due to various factors and constraints, there are some deficiencies in drawing the above conclusions. The research object of this study is university students, but the sample is limited to university students in Shandong Province. There are certain geographical limitations in sample sampling, data obtained and feedback and the heterogeneity is insufficient. The conclusions of the investigation and analysis are to a certain extent. The lack of universal applicability weakens the broad applicability and persuasiveness of the research conclusions and needs to be continuously revised and improved. At the same time, the "University Student Occupational Values Questionnaire" compiled by Ling Wenquan and others used in this study was compiled in the 1990s, with a longtime interval. Although the reliability of the questionnaire is still very high after testing, some items on occupational values outdated, reducing the validity of the questionnaire. In addition, there are many variables in this study, and the proportion of all variables cannot be taken into account, which also affects the accuracy of the research results to a certain extent.

This research is only a tentative exploration, my knowledge and ability are limited, some views are immature, the excavation of some mechanisms is not deep enough or comprehensive enough, and the analysis of problems in social practice is not accurate and in-depth enough. the construction operation mechanism needs to be further optimized. However, this attempt provides a new perspective and method for the research of university students' social practice, employment values and employability, which is also the value of this paper.

## Recommendation

By studying the impact of university students' social practice on employability in Shandong Province, we realize that there are still areas that need to be improved in the current model of university social practice. In order to enable university students' social practice activities to be carried out smoothly for a long time, it is

necessary to improve the practice model and strengthen awareness training,, improve topic selection guidance, explore the combination of social practice and professional practice, and innovate ideas, so as to enable university students to gain momentum for continuous development of social practice work, and then help university students to establish correct professional values and improve their employability (Shibao, 2020). At the same time, the results of this study show that university students' professional values can predict their employability to a certain extent, and positive and good professional values have an important impact on employability. The formation of university students' professional values and the improvement of their employability are inseparable from society, schools, families and university students. How university students form good professional values and competitive employability is the need for the healthy development of my country's higher education and the need for my country's socialist construction (Xiaolei, 2021).

### **1. Raise awareness of university students' social practice activities**

At present, teachers only focus on the teaching of textbook knowledge, thinking that students only need to master theoretical knowledge, ignoring the cultivation of students' innovative ability and innovative consciousness. The state has always advocated the transformation of exam-oriented education to quality education, but as far as the current situation is concerned, higher education still attaches great importance to textbook knowledge and ignores the cultivation of quality education (Lili, 2021). The teaching form of the university is mainly based on knowledge-based learning, and less research-based learning is organized, which cannot improve students' awareness of autonomous learning and the cultivation of innovative ability.

From the perspective of university students themselves, the requirements of social reality for university students in the new era and the various challenges brought about by the new era make them realize that it is far from enough to learn theoretical knowledge well, and more comprehensive development is needed. While studying professional courses well, university students need to read a lot of books, increase their knowledge, and learn more and newer things. While expanding their own knowledge reserves, they use various ways to improve their cognition of society, cultivate their interest in social practice activities, and constantly revise their own cognition in practice to lay a solid foundation for their future (Ming et al., 2021).

### **2. Improve the effectiveness of university students' social practice activities**

To improve employability through social practice, we must follow the law of human education, fully mobilize the internal drive of teachers and students for

active development, and adhere to the combination of on-campus practice and off-campus practice, the combination of the first classroom and the second classroom, and the collective organization and independent practice. Combined, a benign mechanism is gradually formed to promote the development of social practice and improve employability (Xuan, 2020). In this process, schools must form an educational mechanism of "full staff, the whole process, and all-round", and create a practical implementation form with the characteristics of self-creation, self-development, and close connection with students' professional learning (Yuan Songyan, 2020).

### **3. Provide a good environment and perfectly legal and regulatory guarantee for the employment of university students**

A survey of university students' professional values shows that university students attach great importance to career development factors, and are eager to compete fairly, obtain equal opportunities in work, and apply what they have learned (Min, 2017). Employers and public opinion play an important role in the formation of university students' professional values and employability. Cultivating high-quality talents suitable for social development is not only the responsibility of universities, but the whole society must consciously participate in it (Song et al., 2016). After several years of study and exercise, university students eventually want to go to society and serve society, and all aspects of society know more about what kind of talents are needed for each position and what kind of qualities university students need to have. Before university students are employed, they should be provided with a fair, just, and relaxed social environment, form a positive and upward public opinion, and assume due social responsibilities for university students to grow into talents (Jing et al., 2016).

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