

Research on the Intention of Employment of Vocational Colleges Graduates in Preschool Education Major

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ABSTRACT

The objectives of this research/study were (1) To examine the relationship between Occupational Attitude (OA) Subjective Norms (SN), Perceived Behavior Control (PBC), and Employment Intention (EMI) of vocational colleges graduates in preschool education major, (2) To examine the relationship between Perceived Behavior Control (PBC) and Entrepreneurial behavior (EBR) of vocational colleges graduates in preschool education major, (3) To investigate the relationship between Employment Intention (EMI) Entrepreneurial behavior (EBR) of vocational colleges graduates in preschool education major. This quantitative research employed questionnaire. The scope of this research is Beijing city of China, and the target population is 25 vocational colleges in Beijing city, with a total population of 72,428 (2022). According to the formula of Taro Yamane (1967), the researcher should distribute at least 398 of Questionnaires, considering the possibility of invalid questionnaires. Therefore, the researcher distributed a total of 598 questionnaires (+200). The research tool is questionnaire, and the method of collecting that is stratified random sampling. Major Findings/Results: (1) For the vocational colleges graduates in preschool education major, Occupational Attitude (OA) has a positive effect on Employment Intention (EMI), Subjective Norms (SN) has a positive effect on Employment Intention (EMI), Perceived Behavior Control (PBC) has a positive effect on Employment Intention (EMI), (2) For the vocational colleges graduates in preschool education major, Perceived Behavior Control (PBC) has a positive effect on Entrepreneurial behavior (EBR), (3) For the vocational colleges graduates in preschool education major, Employment Intention (EMI) has a positive effect on Entrepreneurial behavior (EBR).

1. Introduction

The purpose of this study is to examine the factors influencing the employment intention (EMI) and entrepreneurial behaviour (EBR) of young graduates from vocational colleges majoring in preschool education in Beijing, China. In addition to utilizing the social psychology literature, the study also applies the theory of planned behaviour (RPB) to determine the employment intention (EMI) and entrepreneurial behaviour (EBR) of college graduates with a major in preschool education in Beijing, China, considering the theory of planned behaviour (RPB). Over the past few years, entrepreneurship has developed into one of the most important factors for economic growth (Reynolds, 1999). The contribution of entrepreneurship to economic performance depends largely on the introduction of innovation, the creation of competition, and the enhancement of rivalry (Wong, Ho & Autio, 2005). In some countries where most entrepreneurial activities are based on necessity (Acs & Amorós, 2008), the entrepreneurial sector can also contribute to economic development to an extent by creating new ventures that are innovative and competitive in the marketplace (Acs & Amorós, 2008). Due to the impact that entrepreneurship has had over the last few decades, it has become more popular than ever before. It is for this reason that academic research into the subject has increased over the past few decades (Low & McMillan, 1988). As a matter of fact, there still appears to be no agreement between the researchers on fundamental issues such as the definition of entrepreneurship and the research questions for this study (Shook, Priem & McGee, 2003). For researchers to truly understand the phenomenon of entrepreneurship, Gartner (1989) recommends that they focus their attention on how new organizations are created to develop a better understanding of it. In order for an entrepreneurial process to be successful, two factors are needed: lucrative

opportunities to be exploited, and enterprising individuals to benefit from them (Shane & Venkataraman, 2000). When it comes to studying the enterprising individual, several perspectives have been taken into consideration (Shane, 2000). Increasingly, it is being understood that the creation of new businesses is a direct result of individual intentions, followed by subsequent actions, all influenced by the environment (Bird, 1992). In other words, it is the intention of forming a particular venture that serves as a perceptual screen that directs the attention of people to relationships, resources, and exchanges. There have been some intention models proposed (Bird, 1988, 1992; Shapero & Sokol, 1982), but social psychology theories are gaining ground at the same time. An application of the theory of planned behaviour is developed in this study of vocational college graduates in Beijing, China who majored in preschool education to understand and predict entrepreneurial behaviour by reviewing prior research that has applied this theory. And, according to "The Report of Mycos Research Institute" on the Employment of Higher Vocational Students of China in 2021, preschool education ranks Top 6 among the 50 majors with the largest employment volume of vocational graduates of the first six months in 2020, with an employment rate of 93.6%, it is much higher than the average of 90.9%. Therefore, for this research, the researcher took vocational colleges graduates in preschool education major in Beijing that as the target population. As an extension of the theory of reasoned action, the researcher used the theory of planned behaviour in the study. As its predecessor, planned behaviour assumes that humans generally act in a sensible manner; that they think through their actions and consider the consequences. According to the theory, a specific behaviour's performance is also dependent on the intention to perform the behaviour (Ajzen, 1988). As shown in figure 1.1, planned behaviour is a theory.

2. Literature Review

Using the theory of planned behaviour, Autio, Keeley, Klofsten, Parker and Hay (2001) investigated factors that Subjective norms were found to be the strongest determinant of entrepreneurial intent, followed by perceived behavioural control. The United Kingdom sample did not show any significant influence of subjective norms. Kolvereid and Isaksen (2006) studied Norwegian business founders. In place of perceived behavioural control, they used Bandura's (1986) self-efficacy construct. A significant correlation was found between attitudes and subjective norms related to intentions to become self-employed, and those intentions strongly predicted self-employment entry. However, self-efficacy was not found to contribute significantly to explaining self-employment intentions or behaviors. All three determinants influenced entrepreneurial intentions significantly, according to the authors. To assess entrepreneurship programs' effects on self-employment intentions and nascency as proxies for entrepreneurship behaviour, Self-employment intentions were significantly influenced by attitude, subjective norm, and perceived behavioural control. As a result, they did not find a significant correlation between intention and nascency. According to the authors, this lack of significance can be attributed to the time lag between entrepreneurial intention and actual behaviour, particularly among undergraduates. Van Gelderen et al. (2008) applied the theory of planned behaviour to examine attitudes, subjective norms, perceptions of behavioural control, and intentions. In four Dutch universities, undergraduate business students were surveyed. As a result of the results, planned behaviour theories can be used to predict entrepreneurial intentions in a more accurate way. Financial security was dismissed, and entrepreneurial alertness emerged as the most significant beliefs.

Two universities in South Africa's Western Cape conducted surveys among students in their final years of commerce. According to the theory of planned behaviour, entrepreneurial intentions are significantly explained. Subjective norms had the least impact on entrepreneurial intentions, while attitude toward entrepreneurship had the most. Factors such as personality traits, demographics, and situational factors explained significantly more variance than the theory of planned behaviour, of the three variables used to measure prior exposure, only self-employment experience predicted entrepreneurship's success. An examination of entrepreneurial intention using human capital and demographic variables was conducted by Lian and Chen (2009). Spanish and Taiwanese university students completed a questionnaire. A significant relationship was found between entrepreneurial intention and attitude as well as perceived behavioural control. As a result of attitude and perception of behavioural control, subjective norms have an indirect effect on intention. As opposed to attitude, subjective norm, or perceived behavioural control, demographics and human capital variables have a direct impact on attitude, subjective norm, or perceived

behavioural control. Accordingly, most empirical studies analysing the theory of planned behaviour have found that attitudes, subjective norms, and perceived behavioural control are significantly associated with entrepreneurial intentions. It is a good practice to reference your studies (e.g., Autio et al., 2001). Armitage & Conner, 2001) found similar results in other disciplines using this theory. Two of the reviewed studies support the theory of planned behaviour (Lian & Chen, 2009; Krueger et al., 2000). Only when attitudes and perceived behavioural control were considered did attitudes and perceived behavioural control have a significant effect on intention. According to these studies, subjective norms did not have a significant impact. The researchers found that attitudes and perceived behavioural control influenced intentions indirectly, even though subjective norms indirectly affected intention. Of the two studies that found subjective norms significant, two found subjective norms to be the least significant, according to Autio et al., 2001; Gird & Bagraim, 2008. Each empirical study reviewed examined entrepreneurial intention as the dependent variable. Kolvereid & Isaksen study, Souitaris et al. study was the only study that focused on entrepreneurial behaviour. In Kolvereid and Isaksen's (2006) study, a combination of attitude and subjective norm predicted self-employment intention, and intention influenced entrepreneurial behaviour. Nevertheless, Souitaris et al. (2007) found no relationship between self-employment intentions and nascent entrepreneurship likelihood. This lack of significance can be attributed to the time lag between entrepreneurial intention and behaviour. Finally, all but one study used samples from university students. The most expert sources of information regarding the intentions and activities of entrepreneurs are often entrepreneurs rather than students (Shook et al., 2003).

3. Methodology

This quantitative research employed questionnaire. The scope of this research is Beijing city of China, and the target population is 25 vocational colleges in Beijing city, with a total population of 72,428 (2022). According to the formula of Taro Yamane (1967), the researcher should distribute at least 398 of Questionnaires, considering the possibility of invalid questionnaires. Therefore, the researcher distributed a total of 598 questionnaires (+200). The research tool is questionnaire, and the method of collecting that is stratified random sampling. Yamane provides a simplified formula to calculate sample sizes. The scale used in this research that is a mature scale, which has been measured by many experts and scholars. There are five parts in the atmosphere of the whole scale, namely Occupational Attitude (9 items), Subjective Norms (8 items), Perceived Behaviour Control (5 items), Employment Intention (2 items), Entrepreneurial behaviour (2 items).

4. Data Analysis and Results

This research mainly adopts the questionnaire survey method, which involves the design of these 5 variables, including Occupational Attitude (9 items), Subjective Norms (8 items), Perceived Behaviour Control (5 items), Employment Intention (2 items), Entrepreneurial behaviour (2 items). In this research, multiple choice questions were used to classify and measure the multiple-choice items of different dimensions to facilitate data acquisition and statistics. Five-level Likert scale was used to question and measure the respondents, and the results were five categorical variables.

4.1 Reliability and Validity Analysis

Reliability reflects whether there is a high internal consistency among various problems in the scale, which is often measured by Cronbach's alpha coefficient in domestic and foreign studies. The purpose of reliability analysis is to judge and test the consistency, reliability, and stability of the results and to evaluate the impact of measurement errors on the test results. Nunnally (1978) proposes that the value of Cronbach's alpha does not exceed 0.7. It is generally believed that the internal reliability is insufficient. When the value is greater than or equal to 0.7, the greater the value, the higher the reliability. The reliability analysis of this paper was realized by SPSS 23.0 software. Cronbach's alpha value of the questionnaire scale was 0.948, which indicated that the overall reliability of the scale was very good, and the data also had high reliability, as shown in the following table:

Table 1 Reliability Analysis of the Scale

Variables	Items	Cronbach's a
OA	9	0.910
SN	8	0.876
PBC	5	0.872
EMI	2	0.814
EBR	2	0.856
Total	26	0.948

Validity
mainly

test is
divided

into construction validity test and content validity test. This research scale is based on the theory of planned behaviour, and according to the compiling requirements of Ajzen, the founder of the theory, it refers to the literature related to the employment of students majoring in preschool education and the maturity scale related to the intention study. After the scale was formed, it was predicted in a small range. After the questionnaire design was completed, it was sent to experts in preschool education, psychology, statistics and other related majors for confirmation and preliminary opinions were obtained. Then sent to preschool education professional counsellors and career guidance teachers to modify and improve the wording of the items. Exploratory factor analysis (EFA) was conducted in this study.

Table 2 The KMO and Bartlett's Sphericity Test of the Scale

The KMO test was based on adequate samples		0.951
Chi-Square Value		8547.294
Bartlett's Test of Sphericity	Df	325
	Sig.	0.000

According to Kaiser (1974) : when KMO value is greater than 0.6, factor analysis can barely be carried out; when KMO value is greater than 0.8, it indicates a good relationship between variables. According to the above principles and Table 3-2, it can be seen that the KMO value of the sample data measure is 0.951, which is greater than 0.8, indicating that the sample data is good and suitable for factor analysis. In addition, the significance probability of Bartlett's Test of Sphericity in the table is 0.000, less than 0.001, indicating that the data are spherical distribution and have correlation.

4.2 Descriptive analysis

Table 3 Basic characteristics of the samples

	Category	Frequency	Percentage
Gender	Male	514	98.7%
	Female	8	1.3%
Place	Cities and towns	136	26.1
	Countryside	386	73.9

	Civil Servants or Public Institutions	42	8.0
Occupation of parents	Enterprise staffs	16	3.1
	Self-employed People	53	10.2
	Farmer	318	60.9
	Others	93	17.8
After Graduation	Study Abroad	216	41.4
	Obtain Employment	262	50.2
	Start a Business	15	2.9
	Have no intention at present	29	5.6
Have you ever participated in an internship	Yes	480	92
	No	42	8
If you were employed, you would choose	Kindergarten	339	64.9
	Educational Institutions	39	7.5
	Others	144	27.6
The main reason of choosing to major in preschool education	The Employment Situation of Preschool Education Major is Good in the Future	195	37.4
	Love for the Education Industry	160	30.7
	Influenced by Relatives and Friends	95	18.2
	A Thoughtless Choice	20	3.8
	Others	52	10.0

In this study, 522 valid samples were collected. In terms of gender, females accounted for 98.7% of the sample, while only 7 males accounted for 1.3%, which is in line with the gender ratio characteristics of preschool education majors at present. From the perspective of the source places of the samples, the number of samples from urban source places accounted for 26.1% of the total sample, and the number of samples from rural source places accounted for 73.9% of the total sample, indicating that the number of students from rural source places was significantly more than that from urban source places. From the perspective of their parents' occupation, civil servants or public institutions, enterprise workers, self-employed, farming, and other occupations accounted for 8%,

3.1%, 10.2%, 60.9% and 17.8% of the total sample, respectively, indicating that most parents of the respondents were farming.

Table 4 Analysis of Variables' Differences in Employment Choice

	Employment Choice	N	Mean	Standard Deviation	F	P
OA	Kindergarten	339	4.1819	.5032	26.539	.000
	Educational Institutions	39	4.1168	.4333		
	Others	144	3.7978	.61404		
	Total	522	4.0711	.55699		
SN	Kindergarten	339	4.0708	.58160	12.225	.000
	Educational Institutions	39	3.9135	.54195		
	Others	144	3.7734	.68863		
	Total	522	3.9770	.62330		
PBC	Kindergarten	339	4.0507	.57751	6.813	.001
	Educational Institutions	39	4.0513	.53650		
	Others	144	3.8375	.63156		
	Total	522	3.9920	.59661		
EMI	Kindergarten	339	4.0885	.63513	23.750	.000
	Educational Institutions	39	3.9615	.65277		
	Others	144	3.6250	.76984		
	Total	522	3.9511	.70507		
EBR	Kindergarten	339	3.3761	.89920	.659	.581
	Educational Institutions	39	3.5000	.72548		
	Others	144	3.4618	.97715		

Total	522	3.4090	.90946
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The test results of employment choice difference of occupational attitude, subjective norm, perceived behavioural control, employment intention in preschool education and entrepreneurial intention are shown in the following table: There is no significant difference in entrepreneurial intention of subjects with different employment choices ($p>0.05$), there were significant differences in occupational attitude, subjective norms, perceived behavioural control, and employment intention in preschool education ($p<0.001$). Further through post-analysis, the occupational attitude, subjective norms, perceived behavioural control and employment intention in the industry of the subjects who chose to work after graduation were significantly lower than those who chose to work in kindergartens and early education institutions, as shown in the table above (Table 4.18). To explore the employment and entrepreneurship intention of higher vocational college graduates in preschool education, its purpose is to provide referential suggestions for the country, schools, families, and students themselves. Through the statistics and regression analysis of the survey, the general characteristics of employment and entrepreneurship intentions of vocational college graduates in preschool education are summarized, and the research conclusions are drawn through demonstration.

5. Conclusion

From the analysis results of the overall situation of higher vocational preschool education graduates, preschool education graduates have a higher employment intention in the industry. In the questionnaire survey, most of the students to the preschool education industry development prospects and employment prospects are very good, and have confidence in their professional ability, at the same time, the national policy, the school, professional teachers and friends and relatives also had a positive impact on students, let them willing to work in preschool education professional related, and most students engaged in preschool education industry after graduation the first consideration is to work in the kindergarten. This is consistent with the previous view. According to the analysis of the employment quality of preschool vocational graduates in recent years, it is found that in recent years, the number of employments in preschool education related fields was large and maintained a steady trend. From 2019 to 2021, the proportion of employment in kindergartens and preschool education institutions increased year by year from 2021. The employment rate of vocational preschool education is high, and the number of graduates who are willing to engage in the work related to preschool education is large. However, the high employment rate of preschool education is accompanied by a high turnover rate, among which the loss of preschool teachers is more serious. To sum up, the high employment intention in the industry and the contradiction between the high loss of personnel in the industry. This situation will have a negative impact on the development of preschool education and make the social demand for high-quality preschool education cannot be met.

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