



INFLUENCE OF PERSONALITY TRAITS ON EMPLOYMENT QUALITY
OF COLLEGE GRADUATES

by

JING SUN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Author	Jing Sun
Program	Master of Education in Educational Administration (International Program)
Advisor(s)	Asst. Prof. Lui Laibing, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration. (International Program)

 Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)

 Director, Master of Education in Educational
(Asst. Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees

 Chairman
(Prof. Narin Sungrugsa, Ph.D.)

 Committee
(Asst. Prof. Smithirak Jantarak, Ph.D.)

 Advisor
(Asst. Prof. Lui Laibing, Ph.D.)

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ABSTRACT

This research aims to explore the differences in personality traits as variables and to explore the correlation between the impact of personality traits on employment quality. For a long time, the employment of college graduates has been the focus of attention in many fields. The employment quality of college graduates is also influenced by many factors. In this paper, we study and explore whether personality traits have a significant influence on the employment quality of college graduates from the perspective of students' personality and psychological changes, which include openness, conscientiousness, and extraversion toward the Big Five personality, and investigate whether they can significantly and positively predict employment quality.

Keywords: Personality Traits, Mental Capital, Quality of Employment

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Chapter 1

Introduction

1.1 Statement of the Research Problem

1.1.1 Problem statement

Employment is the foundation of stability for a person, a family and even a whole society. Employment is not only an economic issue, but also a vital social issue. Although college graduates, as the main force of first-time employment, have been widely studied by all walks of life, the focus of attention often stays on the employment rate and unemployment rate, neglecting the assessment of employment quality. As early as the 1990s, employment quality was first proposed, and in 2021, the State Council held the "14th Five-Year Plan for Employment Promotion", It is clearly stated that achieving a better and more efficient quality of employment is an inherent requirement for promoting employment development and building a modern socialist country in a comprehensive manner, and is an important basis for practising people-centred development ideology and solidly It is an important foundation for promoting common prosperity. As the most employed group, the employment quality of college graduates directly determines or reflects the education level teaching quality faculty situation social status and other environment of the college. Therefore, by studying and analyzing this topic, many

realistic problems can be solved, we can understand the overall level of school operation, and improve the employment quality to serve colleges and universities to constantly update their talent training programs, dynamically adjust their enrollment plans and improve their employment services, so as to realize the quality improvement and upgrading of the whole process of talent training in enrollment, training and employment.

With the large-scale expansion policy of China's colleges and universities, The number of graduates from colleges and universities is increasing year by year, and the employment environment of college graduates is also being adjusted continuously, This makes their employment more and more difficult and the competition in the market more and more fierce, making employment difficult and employment quality low, etc., which indirectly leads to a great change in the employment concept, orientation and way of graduates. The changes in employment attitudes and orientations are not only influenced by the social environment, but are also inextricably linked to the individual characteristics of students themselves. Whether graduates are employed or not and the quality of their final employment may be influenced by their own psychological qualities, professional skills, personality traits and other factors. Compared with the social environment and the adjustment of national policies, the factors affecting employment quality, personality traits and psychological capital building factors of college graduates have been less studied. Therefore, this paper will explore the

impact of personality traits of college graduates on employment quality from the perspective of their personality traits.

1.1.2 Research questions

This study analyzed the personality traits, psychological capital and employment status of college graduates by browsing a large number of articles and books, interviewing many students with questionnaires, mathematical analysis and statistics, etc. Understanding the personality traits of individuals and making the most suitable choice for their nature will be more helpful for graduates to grasp their life development and help promote colleges and universities to adjust the cultivation mode for students and strengthen the mental health guidance education for graduates. In summary this paper proposes two research questions.

1. This study will explore how the personality traits of graduates affect the quality of employment?

The good or bad employment quality of college graduates is not only caused by the accumulation of professional knowledge and practical ability in school, but perhaps there are quite a few psychological, character and personality traits that have an impact. Many students with high IQ and natural talent end up floundering and accomplishing nothing.

2. To explore whether college graduates pay attention to the quality of employment in their field and what factors influence them while choosing employment.

The employment quality behind the high employment rate of some colleges and universities. Since 2008, the overall employment rate of some colleges and universities has been above 5%, and some of them have even reached 100%, but the high employment rate reveals many problems, such as colleges and universities blindly pursuing high employment rate and treating high employment rate as "performance project" and "image project". The high employment rate has revealed many problems, such as universities blindly pursuing high employment rate and treating high employment rate as "performance project" and "image project".

1.2 The Research Objectives

In recent years, the issue of graduate employment has received a lot of attention and attention, and many studies have been conducted to examine the quality of employment and employment issues from multiple perspectives. Among them, students' personality traits and psychological capital are also a relatively new perspective and research hotspot.

In this study, a comprehensive university in Shandong Province, former graduates, recent graduates and senior students were tracked as the research subjects, and questionnaires, literature and mathematical analysis and statistics were conducted to understand the status of their personality traits and to explore whether psychological capital as a mediating role has an impact on the employment quality of graduates. The main focus was to explore the differences in personality traits as variables and to explore the correlation between the impact of

personality traits on employment quality.

1.3 Conceptual Framework

In this study, the psychological capital of college graduates was used as the mediating variable, the personality traits of college graduates as the independent variable and the quality of employment as the dependent variable. The structure of the key variables is shown in Figure 1.1 below

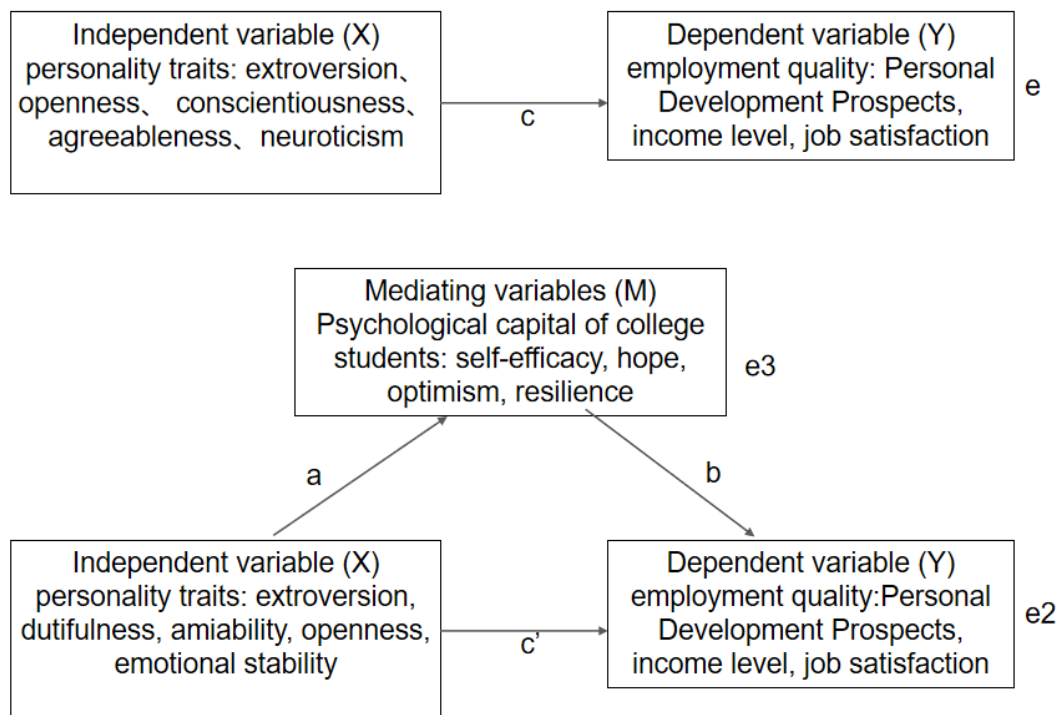
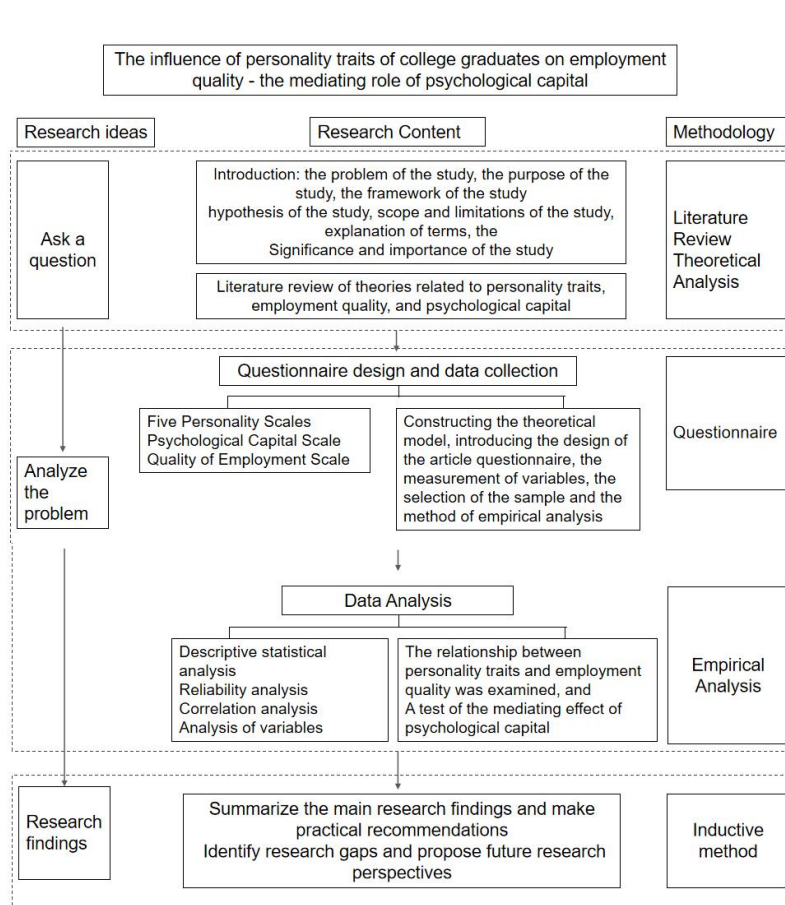


Fig 1.1 The structure of the key variables

This study mainly includes three aspects: firstly, to establish a theoretical model of the relationship between personality traits, psychological capital, and employment quality of college graduates, and to verify the relationship between the three; secondly, to analyze the influence of personality traits and psychological

capital of college graduates on their employment quality. This study is of certain practical significance in the current severe employment situation of university graduates. At the same time, the role of the psychological capital of college graduates in their personality traits and employment quality is analyzed.

Thirdly, based on the above research, combined with my work experience as a university teacher, as well as the questionnaire survey and interview of university graduates, I propose relevant countermeasures to improve the employment quality of contemporary university graduates, so that the results of the research can be of practical guidance. The research framework of this paper is shown in Figure below.



1.4 The Research Hypotheses

In this chapter, based on theories and existing research, the independent variable of personality traits, the dependent variable of employment quality and the mediating variable of psychological capital are identified, and the research hypotheses are proposed.

Based on a field survey in the labour market of Hebei Province, Jin Chun et al. (2018) examined how different Big Five personalities produced different employment choices using university graduates as research subjects, and the analysis of the results showed that those with open and positive personality traits were more willing to choose higher-paying jobs and more willing to work, while those with strict and neurotic personality traits were more inclined to continue their studies and pursue further education. In his study on personality traits and employment opportunities of college students, Wang Wuwei (1999) suggested that personality status not only affects employment opportunities, but also affects career development after employment. The lack of success of some university students after graduation is not due to their lack of professional knowledge and ability, but to a large extent due to defects in personality development. In his study, Jiang Lianfeng (2013) found that extraversion affects income levels to a certain extent, and the Big Five personality dimensions of agreeableness and dutifulness significantly affect job satisfaction.

Based on the characteristics of the Big Five personality dimensions and the

results of related studies, the following hypotheses are proposed between personality traits and employment quality of college graduates

Table 1.3 Research hypotheses

H1: Openness (openness) has a significant effect on the quality of employment	H1a: Openness significantly and positively affects income levels H1b: Openness significantly and positively affects job satisfaction H1c: Openness significantly and positively influences personal development prospects
H2: Conscientiousness has a significant effect on the quality of employment	H2a: Conscientiousness significantly and positively affects income levels H2b: Conscientiousness significantly and positively affects job satisfaction H2c: Conscientiousness significantly and positively influences personal development prospects
H3: Extraversion has a significant effect on the quality of employment	H3a: Extraversion significantly and positively affects income levels H3b: Extraversion significantly and positively affects job satisfaction H3c: Extraversion significantly and positively affects personal development prospects
H4: Agreeableness	H4a: Agreeableness significantly and positively affects income

has a significant effect levels

on the quality of employment H4b: Agreeableness significantly and positively affects job satisfaction

H4c: Agreeableness significantly and positively affects personal development prospects

H5: neuroticism has a H5a: neuroticism negatively affects income levels

negative effect on H5b: neuroticism negatively affects job satisfaction

employment quality H5c: neuroticism negatively affects personal development prospects

H6: There is a key mediating role for self-efficacy in psychological capital in relation to Big 5 personality and employment quality

1.5 The Scope and Limitation of the research

1.5.1 Scope of the study

This study examines how he affects employment quality through personality traits, using psychological capital as a mediating factor, from the perspective of personality traits of college graduates. Among the personality traits we use the basic dimensions of Big Five personality as the independent variable and employment quality as the dependent variable, which will be analyzed in three dimensions according to different employment situations, including income, job satisfaction and nature of occupation. The specific steps of this study are as follows.

First, the concepts of psychological capital, personality traits and

employment quality of university students are redefined through literature combing. First, the concepts of university students' psychological capital, personality traits and employment quality are redefined through literature review. Then the research hypothesis was proposed, and the research model of this paper was constructed. The questionnaire was developed and tested for validity by means of questionnaires and statistical analysis to ensure its authenticity and validity. Finally, through empirical analysis, the impact of university students' psychological capital on employment performance and whether there is a mediating role of job-seeking behaviour in this process are explored, the research model and research hypothesis of this paper are justified and explained, and countermeasures are proposed based on the findings of this paper.

1.5.2 Limitations of this study

The shortcomings of this study are mainly: firstly, the study focuses on the unique regional characteristics of Yantai, Shandong Province, and the income level and job satisfaction of graduates may be different from those of other regions; secondly, previous graduates may be affected by the policy of the year, and the policy factors affect the quality of employment, leading to subjective bias in the satisfaction measurement in the questionnaire process; thirdly, the measurement of job satisfaction adopts the individual self-assessment method, and only Thirdly, job satisfaction is measured by individual self-assessment, with only one measurement question (but the results conform to a normal distribution), which may have some

influence on the results. There is no more recognized job satisfaction scale, which can be compiled in future studies; fourth, the preparation time for the research topic is limited, the senior graduates are not yet employed, the time dimension cannot complete the follow-up survey before the end of the study, originally a large number of follow-up sample cases are needed, but in the research process of the researcher, only general literature can be found, and the results cannot be presented for in-depth discussion, only draw immediate conclusions. The researcher could have followed up and investigated their future career development plans to find data that would be appropriate for this study and further improve it.

1.6 Terminology

(1) Openness: Intelligence, enthusiasm, love of brainstorming, creative thinking and emotional awareness are prominent. Openness keeps re-emphasizing the awareness of the field of cognition. An open-minded person is best suited for a career that requires eloquence and a very active mind, such as a teacher, presenter, or salesperson.

(2) Conscientiousness: The quality of having a deep understanding of the purpose of action and being able to consciously govern your own actions and make them subordinate to the purpose of the activity; consciousness is more about whether you can control yourself, whether you can regulate your own impulsive thoughts or behavior, whether you can regulate it, and it also reflects the ability of personal control and the ability to delay gratification. Generally speaking, I

personally do not think impulsiveness is bad, he and the ability to adapt into a certain relationship, sometimes we need a certain ability to adapt, then this kind of person he will be very happy, unrestrained, have a lot of good friends. However, sometimes impulsive can also bring some negative effects, such as his desire to get a short-lived pleasure and give up the long-term vision, such as fighting, alcohol, smoking, etc.. Impulsive people are difficult to have high achievements, their self-control is weak.

(3) Extraversion: Extroverted people, not so easy to be calculating, enthusiastic, helpful, brave, the biggest advantage should be the love of laughing, very cheerful kind; introverted people, very careful, more cautious, generally think more whether it is for themselves or for others, relatively more considerate. Extroverts, sometimes talk without thinking, direct, a little hurt, perhaps sometimes will not pay attention to the image of the blank eyes; introverts are more likely to sulk and then you do not know what makes her angry, because they will care about something you never pay attention to, they look more fine, a look or a small action.

(4) Agreeableness The ability to empathize, trust, obedience, humility and compassionate qualities; this is a very generic term for human interaction with friends. I would love to help you, have the ability to be empathetic, be there for you when you are sad, comfort you when you are angry, and be submissive and compassionate when outside interference makes others sad. People with high desirability are generally happy and sunny, and full of friendliness towards life to

those around them. In other words it also means that this part of the person's personality desire is relatively low very easy to meet, no yi'xin.

(5) Neuroticism: Acceptance of oneself. Happiness, anger, sadness and fear are all basic human emotions. Neurotic people feel a little more sadness, but this sadness I personally tend to understand as material sadness, as compassion and appreciation for the things of the world. Release yourself. Find your own way of life, it can be fitness, daze, reading books, food, etc.. A fully engaged state will increase happiness. Develop a hobby that you can enjoy alone, and live spiritually to pursue. Forgive yourself. Neurotic people are easily caught in memories, those who have happened unpleasant things like to attribute to themselves, happy things often lament no longer available, very no emotional security. In fact, things are not what they used to be, no one is to blame.

(6) "Self-efficacy" refers to an individual's perceptions and judgments about his or her ability to perform a behaviour. Bandura defines self-efficacy as "the degree to which people are confident that they can use the skills they have to perform a task". Since its introduction, a great deal of research has been carried out in the fields of psychology, sociology, and organisational behaviour.

(7) The Big-Five-Personality is a popular personality test and has been shown to be more reliable than the 16PF and Type 9 personality tests. The five general factors that describe an individual's personality summarise the personality structure of openness, conscientiousness, extraversion, agreeableness, and neuroticism.

1.7 The benefits of Research

1.7.1 Theoretical significance

Theoretically, the group of university graduates, as specialised talents trained by higher education, is the core strength of China's human resources.

Theoretical Significance The theoretical significance of the theoretical aspect is that it is important to improve the employability of university graduates, which in turn improves the employment matching and satisfaction of university graduates,

Theoretical Significance

This paper focuses on the employment satisfaction of university graduates. Therefore, it is of profound theoretical significance and value to study the employment satisfaction of university graduates as the main subject of this paper. This study mainly explores the influence of the personality traits of university graduates on their employment quality, investigates the relationship between them, and then puts forward relevant suggestions from the levels of society, universities, families and individual university students, which will have a certain role in promoting the strengthening of university students' employment education and improving their employment satisfaction.

1.7.2 Practical significance

The personality of a person has a great influence on his or her choice of graduation. A person who chooses his graduation destination according to his personality will be more active, enthusiastic and proactive, with a strong sense of

achievement and happiness, and he can mobilise all... He can mobilise all his resources to achieve his maximum potential and has a high hope of achieving final success. The research in this paper helps university graduates to correctly understand the relationship between employment choices and personal personality traits, and to make choices in line with their own psychological characteristics and personality when facing employment choices, which is of great practical significance to students' personal development and the development of the whole economy and society. For students, they should understand their own personality traits and their impact on the quality of employment, and when faced with employment choices, choose a path that suits their development according to their own personality traits, which is of great significance for giving full play to their potential and realising their self-worth in life.

From the national level, the reasonable employment of college students can help the country to manage and allocate high-end talents more reasonably, solve important livelihood issues, promote the stability and harmonious development of the whole society, and resolve social conflicts; from the university level, the study of issues related to From the school level, students can find a better job for themselves and improve the quality and social status of students while ensuring a certain employment rate. With a high employment rate, good quality of employment and high student satisfaction, the school can optimize the employment structure of students in the society, improve the employment quality

of college students, and realize the transformation from "quantity" to "quality". At the same time, this study can provide practical methods for universities to optimise the shortcomings and shortcomings of employment guidance work, and provide practical methods for universities to reasonably carry out employment guidance work, especially in improving the employment satisfaction of university graduates, which is of practical guidance significance: for the post-95 group of families, most of the families are one-child families, and parents are obviously looking forward to their children becoming a dragon. Therefore, this study has practical guidance on how families view the employment of university students and how they can help their children to find more satisfying jobs, which in turn is conducive to resolving the conflicts between university graduates and their families during the job search period, and to the harmony of families. For the students themselves, this study will enable them to understand how to use their social capital in a more rational way, pay attention to their own psychological and personality improvement, and improve their employment quality and job satisfaction on the premise of successful employment.

Chapter 2

Theory and Literature Reviews

2.1 Concept and Theories

2.1.1 Personality Traits

2.1.1.1 The concept of personality traits

Allport examines the etymology of the word personality and begins to relate it to the Greek word *perxona*, which means mask. In his famous book *Personality: A Psychological Explanation* (1937), he tested 50 definitions of personality and, in response to the two main theoretical schools of thought at the time, which held that personality did not exist and that it was the dark recesses of the mind unknown to the individual, arrived at his own definition of personality, which was held in high esteem by most psychologists: "Personality is the individual's internal dynamical organization of those psychophysiological systems within the individual that determine his unique conformity to his environment." Later, in his book *Patterns and Growth of Personality* (1961), he referred to the "dynamic organisation" in the above definition as the changing organisational structure of personality.

By analysing the different views of scholars, the five-factor model of personality will be used to classify personality traits in this paper.

The Five Factor model is used to classify personality traits. In the context of this classification, McCrae & Costa's Big Five model of personality has been

extensively researched and validated,

In this study, the Big Five personality model of McCrae & Costa has been extensively researched and validated. Based on this, this study will use McCrae&Costa's Big Five personality model to

The personality traits are classified as extroversion. This study will use McCrae & Costa's Big Five personality model to classify personality traits into five dimensions: extraversion, responsibility, neuroticism, openness to experience and agreeableness.

McCrae&Costa's definition of personality traits.

2.1.1.2 Measurement of personality traits

There are many ways to measure personality, and one of the most widely used is the Self-Assessment Inventory (SAI). It not only has good reliability and validity, but is also economical and convenient. Commonly used self-assessment scales include the Cattell Personality Questionnaire-16PF, the Eysenck Personality Questionnaire-EPQ, the Big Five Personality Factor-NEO and so on. The second type of measure is the projective test, which is measured by means of the subject's relevant response to a given picture in a relaxed state. This type of measure includes the Rorschach Inkblot Test and the Thematic Integrity Test. In contrast, the first type of measure is simpler and easier to obtain valid data, therefore, the scale method is used by most scholars to measure personality traits.

2.1 Overview of the structural elements of personality traits

Researcher and year	Scale name	Structural elements
Cartel (1973)	Cattell16Personality	Joyfulness, intelligence, stability, bullying,
	Factor Test (16PF)	excitement, persistence, boldness, sensitivity,
		scepticism, fantasy, worldliness, apprehension,
		experimentation, independence, self-discipline
		and nervousness
H.J. Eysenck and	Eysenck Personality	Introversion, neuroticism, psychoticism,
S.B.G. Eysenck	Questionnaire (EPQ)	masking
(1975)		
Goldberg (1992)	The Big Five Personality	Extroversion, dutifulness, neuroticism,
	Factor (NEO)	openness to experience and agreeableness

McCrae&Costa also constructed a five-factor model of personality traits, including extraversion, dutifulness, neuroticism, openness to experience and agreeableness, and based on this model developed the NEO-PI scale, which was later modified into the NEO-PI-R scale, with 240 questions. In 2004, McCrae & Costa adapted a simplified version of the NEO-FFI questionnaire based on the NEO-PI-R scale, containing only 60 questions, and this version was validated by Yao Ruo Song et al.

In summary, this study adopted McCrae&Costa's Big Five personality model and will further refer to McCrae&Costa's proposed simplified Big Five personality scale, NEO-FFI, for the measurement of personality traits in the university student

population.

2.1.1.3 The theory of personality trait

The theory of personality trait was summarized in 1940. American psychologists Galton W. Allport, G.W. Allport, G.W. Allport, and G.W. Allport. G. W. Allport and R. B. Cattell are the representatives of the research.

Trait theory, however, first originated from type theory, which studied individual differences in personality. Type theories tend to describe personality based on a particular characteristic or trait of a person. The Swiss psychologist C. Jung, for example, divided personality into two categories: introversion and extraversion. The former is quiet and shy, while the latter is active and social. This theory was once of great interest and led to many psychological studies. But this dichotomy is not sufficient to account for personality problems in general; the vast majority of people fall between the two poles, and therefore one cannot adopt a few traits to explain the whole range of human behaviour.

Some psychologists have further pointed out that type theory because it classifies people into categories and then marks them with a certain symbol. Not only does this labelling overemphasise the internal causes of behaviour, but it may also lead to a tendency to be the kind of person they are labelled as. A person described as an 'introvert' may be left out by his friends, making him more isolated: similarly, an 'extrovert' may become more social because others think he should be. So there are theoretical flaws in psychological type theory.

These five personality traits are: emotional stability: anxious, hostile, repressed, self-conscious, impulsive, vulnerable; extraversion: enthusiastic, social, decisive, active, risk-taking, optimistic; openness: imaginative, aesthetic, emotionally rich, divergent, intelligent; easy-going: trusting, straightforward, altruistic, compliant, humble, empathic; prudence: competent, organised, dutiful, accomplished, self-disciplined, cautious.

2.1.2 Psychological capital

2.1.2.1 The concept of psychological capital

"Psychological Capital Appreciation" (PCA) is derived from positive psychology and refers to a positive psychological state that individuals exhibit during their growth and development and is one of the most important things that contributes to an individual's value and success "soft power". Psychological capital contains at least the following aspects namely hope: a person who is hopeless and self-destructive cannot create anything of value; optimism: optimists attribute bad things to temporary causes and good things to lasting causes, such as their own abilities; resilience: the mental ability to recover quickly from adversity, conflict, failure, responsibility and stress; subjective well-being: feeling happy in one's heart is Emotional intelligence: the ability to feel what one feels about oneself and others, to self-motivate, and to manage one's emotions effectively; Organisational citizenship behaviour: behaviour that is consciously and spontaneously helping the organisation, caring for its interests, and safeguarding its effectiveness, which is not

directly caused by a formal system of rewards and punishments.

In this paper, psychological capital is defined as a positive core psychological element that represents an individual's psychological state and contains four structural dimensions: self-efficacy, optimism, hope and resilience. Psychological capital is an effective resource that can help individuals grow quickly and gain a competitive advantage, and can be enhanced through learning and practice.

2.1.2.2 Measurement of psychological capital

The structural dimensions of psychological capital have long been the focus of scholars at home and abroad. Psychological capital is more "intrinsic" in nature. With the development of positive psychology, scholars have classified the structural elements of psychological capital from different perspectives. Table 2.2 Overview of the structural elements of psychological capital

Researcher and year	Scale name	Structural elements
Page(2004)	Positive Psychological Capital Rating Scale	Hope, optimism, self-efficacy, resilience, integrity
Luthans(2007)	Psychological Capital Questionnaire PCQ-24	Hope, realistic optimism, self-efficacy, resilience
Jensen(2006)	Mental Capital Status Scale	State of hope, state of optimism, resilience

Ke Jianglin (2014)	Native Psychological Capital Scale	Interpersonal psychological capital, transactional psychological capital
Zhang Gwak (2010)	Positive Psychological Capital Scale	Self-efficacy, hope, optimism, resilience

As can be seen from the table, there are still some differences between scholars in the classification of the dimensions of psychological capital. There are a number of reasons for this result: firstly, the research backgrounds, times and perspectives of the researchers are different. Secondly, there may be differences in the quantity and quality of the research samples selected by different researchers. Therefore, reliability and validity tests are particularly important when selecting scales. The measure of psychological capital in this paper will use the Positive Psychological Capital Questionnaire (PPQ) developed by Zhang, Gwak et al. (2010), which consists of four scales: self-efficacy, resilience, hope and optimism. The questionnaire includes four dimensions of self-efficacy, resilience, hope and optimism, with a total of 26 items.

2.1.2.3 Psychological capital theory

This paper explores the effect of psychological capital on employment quality based on the psychological capital theory. The psychological capital theory emphasizes the positive psychological elements of individuals, and these positive psychological elements can become an effective capital to improve one's competitiveness. The theory of psychological capital emphasises the positive

psychological elements of an individual, and these positive psychological elements can be effective capital for improving one's competitiveness. Employment is a complex and challenging process for university students, in which students with a high sense of self-efficacy are usually more confident and brave, and can show stronger job-seeking intentions and positive job-seeking behaviour in the process. Students with a high sense of self-efficacy are usually more confident and courageous, and can show stronger job-seeking intentions and positive job-seeking behaviours in the job search process. The optimistic students are usually hopeful about the future and will not give up any opportunities in the job search process; serious and careful students will usually do a good job of preparation before the interview; and tough and tenacious students will not give up any opportunities in the job search process. The tough and tenacious students will not be afraid of difficulties and will learn from their failures to prepare for another job search. Secondly, psychological capital can be improved through study and practice. For individuals with a low level of psychological capital, we can enhance their psychological capital level through different levels of reinforcement, thereby improving their. For individuals with low levels of psychological capital, we can enhance their psychological capital levels through different levels of reinforcement, thereby improving their employment quality.

2.1.3 Quality of employment

2.1.3.1 The concept of employment quality

In recent years, some scholars have conducted studies on the employment quality of university students. Based on the current employment situation of university graduates, Zhang Guining (2007) defines employment quality as a comprehensive concept covering the specific employment situation and satisfaction of graduates, including all elements related to their own employment situation; Qin Jianguo (2007) defines the employment quality of university students as the degree of merit and demerit of the jobs obtained at the objective level and the degree of satisfaction of their own treatment of the job requirements at the subjective level from two dimensions: subjective and objective; generation (2009) defined the connotation of university students' employment quality based on the empirical study of questionnaires, and concluded that university students' employment quality refers to the degree to which they can get suitable job opportunities and further optimize their income and career prospects under the conditions of safety and fairness through reasonable geographical and industrial mobility with the help of various human resources platforms. The quality of the workforce is defined as the degree to which university students are provided with suitable job opportunities under safe and equitable conditions, and have further income and career prospects.

By summarizing the relevant academic literature at home and abroad, at present, the subjective and objective two-dimensional theory has been recognized

by more and more scholars. This paper will also follow this viewpoint and define the employment quality of college students as a comprehensive concept combining subjective and objective, which is expressed in the subjective level as the degree of satisfaction with their own employment situation, and in the objective level as personal development prospect, salary level, welfare protection, etc.

2.1.3.2 Employment quality measurement

"Employment quality" mainly includes job income, work environment, personal development prospects and job satisfaction, as well as employer satisfaction, family satisfaction and social satisfaction. Based on the general understanding of the content of employment quality, and according to the special characteristics of university students' employment, we believe that the content of university students' employment quality should include: the employment opportunities of university graduates (employment rate), the characteristics of university students' employment positions (work income, work place, work time, work intensity, work environment), the subjective satisfaction degree of employment (stability of work, professional relevance, labour relations and interpersonal relations), and the satisfaction degree of employment. (stability of work, professional relevance, harmony of labour and interpersonal relations, organizational development prospects and integrity of social security).

2.2 Review of the literature

Based on the above review, we can see that personality trait theory originated in the United States in the 20th century and has not yet developed a unified - connotation, dimensions and measurement. Since Allport's definition of personality traits, it has evolved through the three-factor model, the five-factor model and the seven-factor model, and different measures have been developed. In general, McCrae & Costa's Big Five model of personality has been widely used and discussed by scholars, so this paper will also adopt the Big Five personality factor model in its theory of personality traits. At present, there is a large body of research on personality traits in China and abroad, mainly in the areas of psychometrics, employee selection, business management and interpersonal communication, and a wealth of research has been conducted on both theoretical and practical aspects of personality traits.

Research has shown that there is no uniform definition of employment quality. dimensions and measurement methods, but in general employment satisfaction is the overall level of employee satisfaction with their job. The division of the dimensions and the measurement methods. The choice of dimensions and measurement methods can be determined by the purpose of the study and the subject of the study. Current research on job satisfaction or employment satisfaction

Most of the research on job satisfaction or employment satisfaction is focused on

its influencing factors, and the relevant research has The relevant research has certain guiding significance for enterprises to improve job satisfaction. Based on the current situation of employment difficulties, some scholars have investigated the factors influencing the employment satisfaction of university students. Most of the studies have been conducted on the human capital, career expectations and social capital of individuals, and certain results have been achieved. Some scholars have explored the factors influencing the employment satisfaction of university students, mostly in terms of individual human capital, career expectations and social capital.

A review of the literature on personality traits, employment quality and psychological capital reveals that these three areas These three areas have been the focus of much academic attention and the relevant theoretical research has laid the foundation for this paper. However, although there has been some research on the effects of personality traits on employment satisfaction, social capital and employment quality The study on the influence of personality traits on employment satisfaction and social capital on employment satisfaction has already been conducted, but it is not deep enough. However, although there have been studies on the influence of personality traits on employment satisfaction and social capital on employment satisfaction, they are not in-depth and not many articles have conducted empirical studies. Most of the articles have only examined the impact of personality traits on employment quality in isolation. Most of the articles only explore the influence of personality traits on employment quality. Based on

this, this study will investigate the relationship between personality traits and employment quality of university students through empirical analysis, and introduce psychological capital as a mediating variable to expand the existing research results, so as to provide more scientific evidence on the relationship between personality traits, psychological capital and employment quality and fill the gap of existing research.

Chapter 3

Research Methodology

3.1 Population/Sampling Methods/Variables

In this study, past graduates, recent graduates and senior students of a comprehensive university in Shandong were tracked as the research subjects, and questionnaires, literature and mathematical analysis and statistics were conducted to understand the status of their personality traits and to explore whether psychological capital as a mediating role has an impact on the employment quality of graduates.

3.2 Data Collection

In this study, the personality traits, psychological capital and employment quality of college graduates were analyzed through literature analysis, questionnaire survey and mathematical analysis and statistics to understand the personality traits of individuals. Firstly, practical scales were found through the literature. In this paper, the Big Five Personality NEO-PI Scale was chosen as the basis for the questionnaire survey related to personality traits, and the Positive Psychological Capital Questionnaire (PPQ) developed by Zhang Guang et al. (2010) was used as the basis for writing the questionnaire survey on psychological capital. The scales were also analysed using SPSS and a topic selection screen was completed as a statistical basis for formal questionnaire determination.

This study used a questionnaire to obtain the relevant data needed for the study, and to ensure the reliability, rationality and rigour of the questionnaire. In order to ensure the reliability, rationality and rigour of the questionnaire, the following principles were followed in the process of questionnaire design: (1) (1) Refer to authoritative and mature scales at home and abroad as far as possible, and fine-tune them according to the target population and the content of the study, so that the content of the questionnaire is in line with our own needs (2) When arranging the questionnaire questions, try to put the same type of questions in one module, so as to make the questionnaire content fit the research context.

(2) When arranging the questions, try to put the same type of questions in one module, and arrange the questions in a reasonable way: (3) Keep the questions simple and clear. (3) The questions are simple and clear, and the wording is neutral so as not to induce or disturb the participants. (4) The contents of the questionnaire were kept strictly confidential, and the privacy of the participants was not disclosed. Therefore, this study is based on the above principles of questionnaire design. (4) The content of the questionnaire should be kept strictly confidential, so as not to reveal the privacy of the participants.

The questionnaires were designed on the basis of the principles of the above-mentioned study, and after repeated deliberations, the questionnaire was designed for this study. The questionnaire was administered in two main ways. Offline, the questionnaire is mainly distributed at job fairs and seminars. The

questionnaire was distributed offline at job fairs, seminars and other job-seeking venues for university students. On-line distribution is done via the Internet. The questionnaire was filled in anonymously to ensure privacy on the one hand, and the authenticity of the questionnaire on the other.

The questionnaire was completed anonymously. The geographical distribution of the survey respondents was mainly in Shandong province, but also included some students from Beijing, Shanghai and Shenzhen. The survey respondents were mainly located in Shandong Province, but also included some university students in Beijing, Shanghai and Shenzhen. A total of 390 questionnaires were distributed and 371 questionnaires were returned, a return rate of 95.1%.

3.3 Instruments/Research Design

This study refers to the Big Five personality factor model proposed by Costa & McCrae et al. Therefore, in measuring the five In this study, the Big Five Personality Simplification Scale developed by Costa & McCrae et al. was used to measure the five dimensions of personality traits. The personality traits were divided into five dimensions: extraversion, conscientiousness, neuroticism, openness to experience and agreeableness. In view of the time required to answer the questions and the accuracy of the answers in the actual test, through repeated deliberation and reading of the relevant literature, the final Five questions were retained for each dimension.

The Job Satisfaction Scale for University Students was adapted from the

Michigan Organisation's Job Satisfaction Assessment Scale. The scale was adapted from the Michigan Organisation's Job Satisfaction Assessment Scale (JASAS) by adding - reverse scoring questions to the original scale. This scale is a -dimensional scale. The scale is a -dimensional scale that focuses on the overall employment satisfaction of graduates.

3.4 Statistics and Data Analysis

In this study, a questionnaire was used to determine the research structure and target population based on the above literature review and related theories and research objectives. A measurement instrument suitable for this study was selected. The questionnaire consists of the Big Five Personality Rating Scale, the Positive Psychological Capital Rating Scale and the Employment Satisfaction Scale. An online electronic questionnaire was used for distribution, to measure and collect SPSS data for analysis directly from a web-based context for classification and analysis.

Table 3.1 Positive Psychological Capital Measure Questionnaire

Dimension	Title	Source
Self-efficacy	Many people appreciate my talent.	
	My insights and abilities exceed those of an - average person.	

	I am confident in my abilities.	
	I always do my job well.	
	When faced with difficulties, I am calm and seek solutions.	KuaZhang
	I am happy to take on difficult and challenging work.	
	When faced with adversity, I actively try different strategies.	

Resilience	A bad experience can leave me depressed for a long time.	
	I do not like to be angry.	
	I can recover quickly from setbacks.	
	I rarely care about the unpleasant things in life.	
	I find myself tired of living.	
	When things don't go well, I tend to hang my head in frustration.	
	When I'm stressed, I don't eat or sleep well.	

Hopefulness	I work actively to achieve my ambitions.	
	I am working hard to achieve my goals.	
	I pursue my goals with confidence.	
	I have a - certain plan for my work and life.	

	I know exactly what I want out of life.
	I also do not know what my goals in life are.
Optimism	When the situation is uncertain, I always expect a good outcome.
	I always see the good side of things.
	I think that good people are still the majority in society.
	Most of the time, I'm just happy to be here.
	I feel that life is good.
	I feel that the future is full of hope.

Table 3.3 Quality of employment measurement questionnaire

Dimension	Title	Source
Income levels	Alignment with employment salary expectations	Michigan
Employment satisfaction	Overall employment satisfaction	
Personal development prospects	Impact on personal career development	

Chapter 4

Data Analysis Result

4.1 Demographic Analysis of The Respondents

Descriptive statistical analysis of the sample in terms of control variables based on questionnaire returns.

Table 4.1 Demographic survey analysis (N=371)

Variables	Category	Frequency	Percentage	Total
Gender	Male	138	42.3%	371
	Female	233	57.7%	
Education level	College	75	20.2%	371
	Undergraduate	164	44.2%	
	Master and	132	35.5%	
	above			
Only child or not	Only child	206	55.5%	371
	Non-only child	165	44.5%	
Is a student officer	Student	164	44.2%	371
	Officers			
	Non-Student	207	55.8%	

Officers

In terms of gender distribution, there were 168 males, accounting for 45.3%; 203 females, accounting for 54.7%, with more females than males, but the difference was not significant and the representation was good. The distribution of academic qualifications: the respondents were mainly undergraduates, but also included college and master's degree graduates and above, therefore, 44.2% of the total sample were undergraduates; 20.2% and 35.5% were college and master's degree graduates respectively. In terms of the distribution of whether or not they were only children, there were 206 only children (55.5%) and 165 non-only children (44.5%), a relatively balanced distribution. The distribution of student leaders or not: 164 student leaders, accounting for 44.2%; 207 non-student leaders, accounting for 55.8%, a relatively balanced distribution.

4.2 Descriptive statistical analysis of the scale

The study began with descriptive statistical analysis of personality traits, psychological capital and employment quality, looking at the mean and standard deviation of the scores on each scale to understand the overall level and concentration trend of the sample data. The results are presented in Table 4.2

Variables	Category	Mean	deviation
Personality Traits	extraversion	3.83	0.89
	conscientiousness	3.67	0.97

	neuroticism	2.63.	1.05
	openness	3.15	0.96
	agreeableness	3.70	0.85
Psychological capital	Self-efficacy	4.77	0.64
	Resilience	4.88	0.61
	Hopefulness	5.00	0.75
	Optimism	4.99	0.86
Quality of employment	Income levels	2.63	1.05
	Employment	3.55	0.95
	satisfaction		
	Personal	3.15	0.89
	development prospects		

Table 4.2 Descriptive statistical analysis of scales

Table 4.2 shows that the respondents' psychological capital levels are slightly above the theoretical median. The respondents' level of hope was the highest, followed by optimism and relatively weak levels of resilience and self-efficacy. The respondents' levels of personality traits extraversion and agreeableness were slightly higher than conscientiousness and above the theoretical median, while neuroticism

was slightly lower. Regarding the three dimensions of employment quality, they show slightly higher levels of employment satisfaction than personal development prospects, and slightly lower levels of satisfaction with income levels.

4.3 Confidence and validity analysis

In this study, statistical analysis software SPSS is used to further process the data according to Cronbach's internal consistency reliability coefficient α . The reliability of variables and dimensions in this paper was tested. The results are shown in Table 4.4.

4.3 Reliability of the scale

Factors	Dimension	Indicator capacity	α factor
Personality	extraversion	5	0.881
Traits	conscientiousness	5	0.906
	neuroticism	5	0.905
	openness	5	0.907
	agreeableness	5	0.916
Psychological	Self-efficacy	7	0.841
Capital	Resilience	7	0.810
	Hopefulness	6	0.845
	Optimism	6	0.903

Quality of	Income levels	1	0.911
employment	Employment satisfaction	3	0.924
Factors	Personal development	3	0.855
Personality	prospects		
Traits			

The data results showed that the Cronbach' s values of this study were all greater than 0.80, according to the above theoretical basis, which means that the internal consistency of this study's questionnaire is high, and the questionnaire has a more desirable reliability.

4.4 Statistical Analysis Results

To further understand the subjects' personality traits, psychological capital, and employment quality, descriptive statistics were analyzed in each of the three areas. To analyze the differences in these three areas by gender, the subjects were divided into two groups of men and women, and independent samples t-tests were conducted. And the related results were analyzed.

Table 4.4 Independent sample t-test for gender variables

Variables	Male(N =168)		Female (N =203)		F Value	T Value
	M	SD	M	SD		
extraversion	3.83	0.89	3.80	0.91	.877	0.770

conscientiousness	3.67	0.97	3.73	0.98	.811	-1.275
neuroticism	2.63	1.05	2.55	1.07	.507	1.728
openness	3.15	0.96	3.23	0.96	.672	-1.607
agreeableness	3.70	0.85	3.79	0.84	.905	-2.310
Self-efficacy	4.88	0.64	4.66	0.59	.035	2.826
Resilience	4.97	0.61	4.79	0.57	.072	1.779
Hopefulness	5.08	0.75	4.92	0.79	.129	1.866
Optimism	5.11	0.84	4.88	0.81	.157	2.268
Income levels	2.73	1.07	3.15	1.23	.817	1.027
Employment	3.54	0.94	3.87	0.71	.768	0.238
satisfaction						
Personal	3.45	0.85	3.05	0.66	.484	0.366
development						
prospects						

4.5 Hypothetical Test Results

This study will verify the validity of this study by validating the proposed hypotheses and thus. The validation process mainly consists of firstly, verifying the effect of the dimensions of the independent variable personality traits on the dimensions of the dependent variable employment quality, and secondly, verifying the mediating role of psychological capital in personality traits and employment

quality.

4.5.1 Examining the relationship between personality traits and employment quality

Table 4.5.1 Test of the relationship between personality traits and employment quality

Note: *** indicates significant at the 0.001 level

Independent variable	Dependent variable								
	Income levels			Employment satisfaction			Personal development prospects		
	Effect	SE	P Value	Effect	SE	P Value	Effect	SE	P Value
extraversion	0.179	0.063	***	0.246	0.069	***	0.211	0.063	***
conscientiousness	0.104	0.052	***	0.220	0.056	***	0.168	0.052	***
neuroticism	-0.203	0.051	0.003	-0.160	0.055	0.004	-0.266	0.051	0.003
openness	0.211	0.043	***	0.106	0.046	0.018	0.206	0.043	0.039
agreeableness	0.168	0.047	0.002	0.100	0.050	0.022	0.109	0.047	0.037

The results of the test on the relationship between personality traits and employment satisfaction are shown in Table 4.5.1. From this, the following conclusions can be drawn:

The path coefficients of Extraversion on income level, employment

satisfaction, and personal development prospects are 0.179, 0.246, and 0.211, respectively, with p-values less than 0.001, Extraversion has a significant positive effect on employment quality, and H1, H1a-H1c hold.

The path coefficients of Conscientiousness on income level, employment satisfaction, and personal development prospects are 0.104, 0.220, and 0.168, respectively, with p-values less than 0.001, Conscientiousness has a significant positive effect on employment quality, H2, H2a-H2c holds.

The path coefficients of Neuroticism on income level, employment satisfaction, and personal development prospects are -0.203, -0.160, and -0.266, respectively, with p-values less than 0.01, Neuroticism has a significant negative effect on employment quality, H3, H3a-H3c holds.

The path coefficients of Openness on income level, employment satisfaction, and personal development prospects are 0.211, 0.106, and 0.206, respectively, with p-values less than 0.05, and Openness has a significant positive effect on employment quality, which holds for H4, H4a-H4c.

The path coefficients of Agreeableness on income level, employment satisfaction, and personal development prospects are 0.168, 0.100, and 0.109, with p-values less than 0.05, and Agreeableness has a significant positive effect on employment quality, H5 holds and H5a-H5c holds.

In summary, the hypotheses about the effects of the five aspects of personality traits on employment satisfaction all passed the test, and the

hypotheses Extraversion, conscientiousness, and openness agreeableness all positively affect college students' employment quality, and neuroticism negatively affects college students' employment quality. This conclusion is also consistent with most of the studies that have been conducted on the effects of the Big Five personality on job satisfaction, which have all confirmed that the five dimensions of personality have significant effects on job satisfaction.

4.52 A test of the mediating effects of psychological capital

	Effect	Boot SE	Boot LLCI	Boot ULCI
Extraversion	0.2377	.0353	.1763	.3126
→Mental Capital				
→Quality of employment				
Agreeableness	-0.2118	0.0325	-0.2864	-0.1555
→Mental Capital				
→Quality of employment				
Neuroticism	0.2379	0.0418	0.1667	0.3308
→Mental Capital				
→Quality of employment				

Openness	0.2785	0.0395	0.2065	0.3655
→Mental Capital				
→Quality of employment				
Conscientiousness	0.2377	.0353	.1763	.3126
→Mental Capital				
→Quality of employment				

Table 4.5.2 Results of the mediating effect test

This study will use the procedure of Bootstrap method mediating effect test with bias-corrected nonparametric hundred quantile method for mediating effect test to verify the mediating role of psychological capital. This method was proposed by Chung-Lin Wen 1941 et al. In this study, a repeated random sample of 2,000 Bootstrap samples was drawn from the original data with a confidence interval set at 95%, and the mediation effects between the corresponding variables were analyzed using the PROCESS plug-in for SPSS. In the analysis of the results, if the confidence interval does not include 0, then the mediating effect is significant. The results showed that H6 holds. There are mediating effects between psychological capital and employment satisfaction in terms of extraversion, neuroticism and employment satisfaction, openness to experience and employment satisfaction, and agreeableness and employment satisfaction.

Chapter 5

Conclusions and Discussion

5.1 Summary of research results

In this study, the relationship between personality traits, psychological capital and employment quality of college graduates were explored, and the mediating role of psychological capital in the relationship between personality traits and employment quality of college graduates was investigated. The following conclusions were drawn after distributing questionnaires and conducting relevant data analysis.

First, the results of the study showed that all dimensions of the Big Five personality had significant effects on the employment quality of college students, among which Extraversion, Dutifulness, Openness to Experience, and Likability had positive effects on the employment quality of college students, and Neuroticism had negative effects on the employment quality of college students. This is closely related to the characteristics exhibited by the five personality traits. Individuals with high scores of extraversion, commitment, openness to experience, and agreeableness tend to have positive attitudes toward work and curiosity about the future, which are conducive to job satisfaction among individuals with these traits. At the same time, individuals with neuroticism are emotionally unstable and tend to have uncertain ideas about the future, and these traits can reduce their job

satisfaction.

Secondly, the extraversion of Big Five personality affects the income level to some extent, but psychological capital will fully mediate the predictive effect of personality on income, while psychological capital has higher predictive power on income. Extroversion was found to promote interpersonal coordination, and interpersonal relationships contribute to productivity, which in turn affects earnings. Psychological capital is a trait that affects productivity, and personality is an overall trait, and psychological capital is influenced by personality, thus psychological capital mediates the effect of personality on earnings.

Finally, psychological capital has a significant positive effect on college students' employment satisfaction, and there is a mediating effect between psychological capital and college students' employment satisfaction in terms of extraversion, neuroticism and college students' employment satisfaction, openness to experience and college students' employment satisfaction, and agreeableness and college students' employment satisfaction. This indicates that individuals with significant traits of extraversion, neuroticism, openness to experience, and agreeableness can predict the degree of their employment satisfaction through psychological capital.

5.2 Discussion of Results

This study shows that there is a significant difference in the effect of gender on employment quality, and it is mainly in the objective employment

quality, in other words, the work unit, job position, job nature or the degree of professional suitability is relatively higher for men than for women, while there is no gender difference in the subjective employment quality, i.e., there is no difference in the subjective employment quality (job satisfaction) between men and women. This may be due to the fact that men's majors are more inclined to science and engineering, i.e., the proportion of men is significantly higher than women in science and engineering majors. The jobs corresponding to engineering and science disciplines may have higher requirements for professional counterparts, i.e., a higher barrier to entry. In contrast, liberal arts graduates may be more likely to work in clerical jobs, and their remuneration packages are relatively low. This is in line with the findings of Shen attainment (2012). Moreover, the results of this study suggest that there is a certain subsequent effect of college admission decided by college entrance examination, i.e., the quality of employment is relatively higher in key universities such as 985 and 211 colleges and universities. And whether there is a difference between male and female's choice of workplace is not further analyzed in this paper, which can be a direction for future research.

The relationship between human traits and their dimensions and employment quality

Although objective factors such as the expansion and training methods of colleges and universities, labor relations and hiring methods of employers, and macroeconomic regulation of the government have influenced the employment

quality of college students, their own factors also play a crucial role. The results of this paper show that personality traits are significantly correlated with employment quality, and some dimensions such as extraversion, responsibility, openness, and emotional stability are highly correlated with employment quality, especially the objective employment quality dimension. This indicates that the dimensions of extraversion and responsibility not only enable college graduates to obtain relatively more stable jobs and better pay and benefits, but also make them more satisfied with their jobs, pay and benefits, and workplaces at the same time. That is, the more extroverted, responsible (work responsibility), more open (curiosity) and emotionally stable people have higher job satisfaction, probably because people with poor emotional stability are prone to emotional fluctuations, poor self-adjustment and cannot adjust in time when they encounter setbacks; on the contrary, people with stable emotions, strong self-adjustment ability, can better adapt to their work, and thus have higher subjective employment quality.

In addition, people with extroverted personality are more confident and usually feel happier, so their subjective employment quality is higher. The degree of responsibility and openness were significant positive predictors of employment quality, i.e., high responsibility and openness personality traits may have enhanced their employment quality. In the correlation analysis, emotional stability significantly predicted subjective employment quality, and joviality was significantly associated with subjective and objective employment quality.

5.3 Recommendations

Enhancement of college students' psychological capital level to improve their employment performance

(1) Intervention of self-efficacy and cultivation of self-confidence

In the employment stage, college students need to fully affirm their abilities and give full play to their strengths, and when facing the severe employment situation, they need to believe that they can customer service difficulties and find a suitable job for themselves, so as to continuously adjust their mentality and behavior and improve their employment performance.

(2) Intervention of resilience and cultivation of tenacity

A person with high level of resilience will not retreat when he faces difficulties, but try to solve them in different ways, which means he will think about many ways to solve the difficulties, and he always believes that the difficulties will be overcome, and having this belief will make him persevere to the end even in frustration, which is the performance of having resilience quality. Society and schools should advocate college students to actively participate in social practice, cultivate their own hard work and resilience qualities, which will help job seekers overcome difficulties in the job search process and improve the employment performance of college students.

(3) Intervention of hope and setting employment goals

In addition to making students have a positive perception of themselves, it is

also necessary to guide college students to set reasonable employment goals, and make reasonable decomposition of goals, clarify each sub-goal and make efforts to achieve them, so as to improve employment performance. Effectively enhancing students' sense of hope will help them achieve their employment goals.

(4) Optimistic intervention to cultivate positive attitudes

Optimistic people usually show positive attitudes toward the future and tend to give positive comments in the face of unknown situations. And in the process of college employment, college students are required to have this quality of optimism. Therefore, individual college students should actively cultivate their optimistic attitude, use optimism to face the setbacks in the job search process, and constantly adjust their employment behavior and choices to improve their employment performance.

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Biography

Name- surname	Jing Sun
Date of birth	May 11, 1992
Place of birth	Shandong Province, China
Address	No.6 Hai Jun Road, Haiyang, Shandong, China
Workplace	Dezhou Institute of Technology and Vocational Studies
Education	2011, BA in Design, Hubei University of Technology, Majoring in Art and Design



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