

The Effect of Perceived Campus Climate on College Students' Employment Satisfaction—The mediating role of career planning

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ABSTRACT

This study conducted a self-administered survey of college students from across the country who graduated less than 2 years ago, collected information from a sample of 351 students, analyzed the impact of college students' perceptions of campus climate on their job satisfaction, and examined the mediating role of career planning in the relationship between the two. The results of this study show that college students' perceptions of campus climate during their school years are significantly positively correlated with their career planning and future employment satisfaction, and perceptions of campus climate significantly positively predict employment satisfaction, with the concept of career planning playing an intermediary role. Based on this, this paper suggests that colleges and universities should try to build a harmonious and positive campus, enhance the self-efficacy of college students in career planning, and offer more courses or activities to help college students plan their careers and provide them with employment counseling, so as to improve their satisfaction in future employment.

KEYWORDS

Perceived campus climate; Employment satisfaction; Career planning; Mediating role

1 Introduction

Nowadays in all colleges and universities can hear many various complaints about the school's various infrastructures and humanistic atmosphere is not good, many college students in this depressing environment of their own road ahead feel confused, from the point of view of today's college students in the employment situation, many college students do therefore miss good employment opportunities, resulting in the future of the employment of the development of the unsatisfactory.

In the context of China's promotion of education for all, the current number of college students is growing, and the main work of colleges and universities has been shifted from the package allocation to provide employment information for college students, and the employment guidance system of most of the schools is not perfect, which makes today's college students face fierce competition in the job market, and many college students will face a very significant pressure of competition for employment^[1], and therefore can't find a satisfactory job. Therefore, in order to improve the employment satisfaction of college students, it is necessary to first improve the employment guidance system of colleges and universities, implement the employment education and guidance for college students, help schools to carry out personal career planning, and alleviate the employment anxiety of college students^[2]. Research shows that creating a campus atmosphere

plays an important role in accelerating the popularisation of career planning education in colleges and universities^[3], which needs to rely on the assistance of various aspects: firstly, through the positive publicity of professional career planning guidance centres in colleges and universities, including the provision of corresponding employment counselling courses, the organization of employment planning lectures, the promotion of enterprise recruitment, and so on. Secondly, we can mobilise the power of campus student associations to organise more colourful campus cultural activities to lead the campus atmosphere of career planning. Lastly, the university can co-operate with enterprises to provide practical platforms for university students to experience employment, help students understand the employment situation, and help the concept of career planning to take root in the campus culture.

More research can show that studies have shown that career planning is closely related to employment satisfaction, and activities such as cognition, training, and implementation all significantly affect employment satisfaction^[4].

This means that the process of graduates' planning for their own career can directly enhance employment satisfaction through their cognition, participation in relevant training, and active implementation of planning.

For example, when carrying out cognitive activities, graduates will analyse their interests, abilities and values in depth so as to better choose a suitable career direction for themselves. When they are clear about their goals, they will have a greater sense of direction and achievement in the employment process, which will in turn increase employment satisfaction.

In summary, improving the perception of campus atmosphere of today's college students is of great significance in helping career planning and enhancing future employment satisfaction, and college students' employment experience and optimistic view of development prospects cannot be separated from the functions of good campus atmosphere and reasonable career planning, and career planning may play an intermediary role in the process of college students' perception of campus atmosphere affecting employment satisfaction, and the relationship between the three has not been empirically investigated.

The relationship between the three has not been empirically studied. The study takes college and university students with a graduation length of less than two years from some regions across the country as the survey object, and explores the relationship between college students' campus atmosphere perception, career planning, and employment satisfaction, with a view to providing new perspectives on the mechanism for improving college students' employment experience. The study proposed the following hypotheses:

- (1) perceived campus climate significantly and positively predicts career planning and employment satisfaction;
- (2) career planning significantly and positively predicts employment satisfaction;
- (3) career planning mediates the relationship between perceived campus climate and employment satisfaction.

2 Research methodology

2.1 Research target

The questionnaire survey method was used, and a total of 351 college students from different colleges and universities were sampled across the country through the Questionnaire Star platform (students responded voluntarily). The research subjects are college students who have nearly graduated or have graduated within two years. The basic information of the research subjects is shown in Table 1.

Table 1 Basic Information and Composition of the Study Population(n=351)

Basic information	Composition distribution
Gender	Male (163, 46.4%), female (188, 53.6%)
Length of graduation	Less than six months after graduation (86, 24.5 per cent), six months to one year after graduation (107, 30.5 per cent), one year to two years after graduation (127, 36.2 per cent), more than two years after graduation (14, 4.0 per cent), not graduated (17, 4.8 per cent)

Literature research method was adopted to summarise and discuss the relevant literature related to campus atmosphere perception, career planning, employment satisfaction and the relationship between the three by reviewing the platforms of Zhi.com, Wanfang and Wipro.

2.2 Research tools

Campus Climate Perception Scale. In this study, we used the Delaware School Climate Scale developed by Bear et al. and later introduced by domestic scholars, which consists of 31 questions, including one lie detector question, and uses a 4-point scale with 8 dimensions, such as 'students know what they should do in school', with good reliability (Cronbach $\alpha=0.929$).

Career Planning Scale. This study used the Career Planning Scale compiled by Dai Yuying, which has 20 items, including the following five dimensions: self-perception, career perception, career orientation, plan formulation, and affective attitude. The scale adopts a 5-point scale, and the higher the score, the clearer the career planning of the individual respondents. The scale has good reliability (Cronbach $\alpha=0.968$).

Employment Satisfaction Scale. This study used Ma Lin's revised Employment Satisfaction Scale, which consists of 18 items and uses a 5-point scale, with higher scores indicating that the individual survey respondent is more satisfied with his or her job. The scale has good reliability (Cronbach $\alpha=0.967$).

2.3 Common method bias test

The Harman one-way method was used to test for common method bias in the study, and without rotation, the exploratory factor analysis extracted a total of four factors with an eigenroot greater than 1. The first factor explained 37.48% of the total variance, which is lower than the critical value of 40%, and therefore, there is no serious common method bias in this study.

3 Results of the study

Statistical software such as SPSS and PROCESS plug-in were used in this study to analyse the data statistically.

3.1 Descriptive and correlative results

As shown in Table 2, the campus climate perception score and career planning score showed a significant positive correlation ($r=0.39$), the campus climate perception score and employment satisfaction score showed a significant positive correlation ($r=0.43$), and the career planning score and employment satisfaction score also showed a significant positive correlation ($r=0.50$).

The mean score for the Perceived Campus Climate score is 91.19, the mean score for the Career Planning score is 68.66, and the mean score for Employment Satisfaction is 61.30.

Table 2 Descriptive and Correlation Results for Each Study Variable

	M±SD	1	2	3
Campus climate perception	91.19±16.84	1		
Career planning	68.66±18.27	0.39**	1	
Employment satisfaction	61.30±16.95	0.43**	0.50**	1

*p<0.05, **p<0.01.

3.2 A test of the mediating effect of career planning on the relationship between perceived campus climate and employment satisfaction

In order to explore the mediating effect of career planning between perceived campus climate and employment satisfaction, the mediating effect of career planning between perceived campus climate and employment satisfaction was examined using the bias-corrected percentile Bootstrap method with a set sample size of 5,000 (number of iterations) and a 95% confidence interval. The results showed that the standard regression coefficient of college students' campus climate perception on employment satisfaction was 0.43, with a positive predictive effect ($p<0.001$), the standard regression coefficient of college students' campus climate perception on career planning was 0.39, with a positive predictive effect ($p<0.001$), and when considering career planning, the standard The regression coefficient was 0.28, which had a positive predictive effect ($p<0.001$), and the 95% confidence intervals for all three regression coefficients did not contain zero.

Further analysis revealed that perception of campus climate predicted campus satisfaction through career planning with an indirect effect value of 0.1531 and an effect size of 0.0266, which corresponds to a Boot95% confidence interval of (0.1053, 0.2090), which does not contain zero, thus making the indirect effect significant ($p<0.001$). The above results show that career planning plays a mediating role between perceived campus climate and employment satisfaction, with a mediating effect of 0.1531, accounting for 35.5% of the total effect. See Table 3 and Figure 1 for details.

Table 3 Mediating Role of Career Planning in Perceived Campus Climate and Employment satisfaction

Move	Implicit variable	Independent variable	Standard regression coefficient	t	F	p	Adjustment of R ²
1	Employment satisfaction	Campus climate perception	0.43	8.92	79.62	0.000	0.19
2	Career planning	Campus climate perception	0.39	7.81	60.97	0.000	0.15
		Career planning	0.40	8.29		0.000	
3	Employment satisfaction	Campus climate perception	0.28	5.80	81.89	0.000	0.32

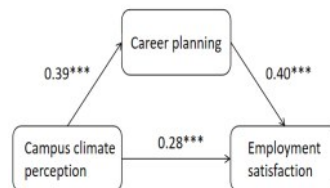


Figure 1 Mediation Model of Perceived Campus Climate, Career Planning and Employment Satisfaction

4 Discussion

4.1 Correlation analysis of perceived campus atmosphere with career planning and employment satisfaction

From the results of the above data, it can be seen that college students' perceptions of the

campus atmosphere during their school years are significantly positively correlated with their career planning and satisfaction when they are employed in the future, with perceptions of the campus atmosphere significantly and positively predicting career planning and employment satisfaction, and career planning significantly and positively predicting employment satisfaction, in which their career planning concepts play a mediating role.

The construction of university campus atmosphere is closely related to the motivation and reasonableness of college students' career planning. Research shows that each student has different employment willingness, employment intention and their own conditions ^[5]. Relatively consistent responses can be found when asking questions related to the school's career education and guidance. When they were asked about the impact of the school's careers education on them, 57.00% of graduated students responded 'Some impact, but not much help'; When they were asked if they had a clear plan for graduation, 59.38% of graduated students responded that they had 'made a simple career plan, but it was not clear'; When they were asked which factors had the greatest impact on their own employment, 12.87% of graduated students who were not yet employed identified 'the impact of schooling factors'. This percentage is significantly higher than the responses to this question from current students and students who will be employed upon graduation.

A good campus atmosphere can positively affect students' employment and stimulate learning motivation, and a strong academic atmosphere can stimulate learning interest and motivation, improve professionalism and comprehensive quality, which will lay a solid foundation for their future career development, thus improving employment satisfaction ^[6].

A negative campus climate can also have a negative impact on students. The lack of a positive learning environment means that students are not able to have a positive learning experience and effective learning support on campus, and as a result, students lose motivation, have a poor attitude towards their studies, and do not have a firm grasp of their professional knowledge, which can directly lead to a lack of competitiveness in their future careers. Negative campus atmosphere may also cause students to lower their expectations of their career goals, and may be influenced by the negative emotions and low expectations of those around them in an environment that lacks humanistic care, believing that they are unable to achieve higher career goals, and thus may choose more conservative and less demanding career goals and give up the pursuit of more challenging and development potential career opportunities, and this lowering of expectations of their career goals will limit students' room for career development and make it difficult for them to achieve more in their careers ^[7].

To sum up, campus atmosphere will have a multifaceted impact on college students' career planning as well as their sense of achievement and satisfaction in their future work in a subtle way. In order to help students make better career planning, adapt to today's employment environment, and enhance the satisfaction of future employment, schools should endeavour to create a positive campus atmosphere, provide a good learning environment and career guidance, and encourage practical activities and students to actively participate in the cultivation of comprehensive quality.

4.2 The mediating role of college students' career planning between perceived college campus climate and employment satisfaction

A good campus atmosphere can have a positive impact on students' career development, in which the career planning of college students plays an intermediary role. In a positive campus climate, students' mental health is generally good, and they can promote social skills and increase the opportunities to communicate with others, thus achieving a change in perception that will have a profound impact on their future career development. A study by Hu Yanhua^[8] and others, also

targeting college students, found that college students' career decision self-efficacy has a positive contribution to their employability, and that college students' career planning plays a mediating role in this. The stronger the self-efficacy of college students is, the more actively they can carry out career planning, and they will improve their career planning through a series of behaviours such as career exploration, career decision, career action and evaluation and adjustment, which will help them clarify the direction and goals of career development, improve their comprehensive understanding of themselves, comprehensively understand their career interests, analyse their career needs, and thus improve their employment competitiveness. A good campus atmosphere can provide students with a positive learning and living environment, and students are more likely to receive support and encouragement, thus enhancing self-confidence and improving self-efficacy in career decision-making. For example, in a campus with harmonious teacher-student relationships, abundant teaching resources, and a strong academic atmosphere, students can give full play to their talents, actively participate in a variety of practical activities, and continue to explore their career interests and abilities, and this positive experience helps students to believe that they have the ability to make the right career decisions^[9].

4.3 Research deficiencies and recommendations for building education

There are still some shortcomings in this study, such as the lack of more demographic variables to complete the analysis of demographic differences in the remaining aspects (e.g., actual age, majors studied, family economic status, etc.), and more demographic variables will be introduced into the subsequent study for more targeted employment guidance and fine-tuned care for the key populations.

Here are some suggestions for building education in colleges and universities:

(1) Building campus culture and creating a favourable environment for the development of employment culture.

In the face of the current severe employment situation, universities and colleges should comply with the requirements of the times, scientific planning for the development of campus culture, and systematically carry out the construction of employment culture in colleges and universities, so that the promotion of employment has become a major theme of the construction of campus culture. Student associations and student unions are important camps for students' self-expansion and self-improvement, and they are important forms of campus culture construction^[10]. All kinds of student clubs create a healthy, active and positive campus cultural atmosphere by organising all kinds of extracurricular cultural activities and enriching after-school life. The integration and exchange of campus culture and employment culture can not ignore the role of student associations as a carrier, through student associations, we can organise a variety of employment and entrepreneurship guidance activities, incorporate employment culture into the association culture, recreation, physical and mental, improve the quality of the rich and colourful cultural activities of campus associations to actively guide the students and cultivate the awareness of employment and success, so that the campus is filled with a noble employment-oriented atmosphere, creating a good environment for the integration of campus culture and employment culture. The integration of campus culture and employment culture creates a good environment.

(2) Reasonable and effective career planning.

In order to strengthen the career planning of college students, the following countermeasures should be taken: firstly, the educational strategy needs to be tailored to the developmental characteristics of college students, combined with psychological counselling, to cultivate positive psychological strengths, and to improve the self-efficacy of career decision-making^[11]. Colleges and universities should establish a comprehensive career planning counselling system and provide

personalised counselling according to students' majors, grades and personality traits. Secondly, the construction of employment service centres has been strengthened to provide more employment guidance and information, and psychological counselling centres have been set up to address students' psychological problems in employment. At the same time, social practice and internship opportunities have been increased to enable students to better understand the needs of society. A file management system and a tracking service system have been established to help students revise their career planning. In addition, a one-to-one counselling model is implemented to develop a personalised programme for each student's situation^[12]. College students should also raise the awareness of self-development of career planning, and choose the most suitable path for themselves in light of the actual situation. Finally, the government and enterprises should jointly improve the social employment growth rate, create a good employment environment, provide students with internship opportunities, and lay the foundation for subsequent employment.

To sum up, improving campus culture construction and enhancing the perception of campus atmosphere of college students can effectively help college students to carry out career planning, which plays an important role in enhancing employment satisfaction. By clarifying goals, enhancing self-efficacy, improving adaptability, increasing work commitment and promoting a sense of career fulfilment, college graduates entering the workplace can experience more satisfaction and happiness in their career development.

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