

THE IMPACT OF HUMAN CAPITAL AND SOCIAL CAPITAL ON THE EMPLOYMENT QUALITY OF UNIVERSITY GRADUATES: A MEDIATING ROLE BASED ON CAREER DEVELOPMENT

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ABSTRACT

With the development of economic globalization and the implementation of talent competition strategies, higher education has transformed from "elite education" to "mass education". The employment rate of university graduates has always been a concern of the government and people from all walks of life. After the increase in the employment rate of university graduates in terms of quantity, the improvement of quality becomes urgent. In recent years, improving the quality of employment has become an important government task, and society's attention to the quality of employment for university students continues to increase. The academic research on employment quality is becoming increasingly rich.

The employment quality of university graduates is an important indicator of the quality of talent cultivation in universities. Studying the employment quality of university graduates and its influencing factors is crucial for both universities and university students themselves. The study of factors affecting the employment quality of university graduates is beneficial for them to have a clear understanding of which factors contribute to the improvement of employment quality, thereby stimulating students to actively develop and cultivate these abilities during their university years, ultimately forming their own competitive advantages and helping them achieve high-quality employment.

This article starts from the perspectives of human capital and social capital and is based on the mediating role of career development, studies the factors that affect the quality of employment for university students. The purpose of this study is to explore the impact of human capital and social capital on the employment quality of university graduates, and to explore the mediating role of career development and the moderating role of major differences. This study will integrate the dual perspectives of human capital theory and social capital theory and explore the issue of employment quality for university graduates through the adjustment of major differences, enriching the theoretical research on this issue.

Keywords: Employment quality, University graduates, Human capital, social capital, Career development.

INTRODUCTION

1.1 Research background

Competition in the employment market of university graduates is becoming increasingly fierce. Full employment is a prerequisite for high-quality employment. In the context of the enrollment expansion of universities, the employment of overseas students, and the impact of COVID-19, the employment competition among university students is becoming increasingly fierce, and the goal of full employment is facing challenges (Zhao, 2022). According to data released by the Ministry of Education and the Ministry of Human Resources and Social Security (2021), the number of Chinese university graduates in 2021 reached 9.09 million, 7.8 times more than in 2001. In 2022, the number of university graduates exceeded 10 million for the first time, reaching 10.76 million. The number of national university graduates in 2023 is expected to reach 11.58 million, an increase of 820,000 year-on-year.

In addition, due to the epidemic and the changes in the world economic situation, large-scale overseas students choose to return to China for employment. According to official data from the Ministry of Education, the number of overseas students who want to return to China in 2021 increased by 48 percent to 800,000 in 2020, making the problem of university students more difficult.

In recent years, China's economy has entered a stage of high-quality development. Coupled with uncertainties such as the COVID-19 outbreak and the trade war between China and the US, the economic and social construction process has slowed down, the demand for jobs has decreased, and the employment situation has become increasingly severe (Zhao, 2022).

It is not difficult to find how fierce the competition in the current employment market of university students is from the increasing number of graduates and the shrinking number of jobs. The change of supply and demand in the labor market and the imbalance between supply and demand lead to the continuous increase of competitive pressure in the labor market. It is an indisputable fact that university students have difficult employment problems, and there is a growing trend (Zhao, 2022).

Deviation in the employment concept of university students. In recent years, the difficult employment problem of university students has triggered a new useless learning theory. University students generally like to work in big cities and high-paying companies. The recruitment standards of employers are also increasing year by year, and the gap between graduates' high salary expectations and the actual salary is also widening. The social reality is different from individual expectations. Therefore, some university graduates' salaries are lower than those of non-university students, which further promotes the belief that learning is useless. With the continuous development of network information technology and mobile terminals, web celebrity's economic explosive growth emerged a large number lack of education, and cultural level is not high web celebrity bloggers, making short videos, live with goods and another way in a short time to obtain great wealth. Making effort meaningless has become the mainstream idea of many university students (Li & Sun & Wu, 2021).

The employment market environment for graduates still needs to be improved. At present, the development of China's labor market is still incomplete, there is a common information asymmetry phenomenon, which leads to university students with rich social capital can often absorb more employment information through social relations, to obtain employment opportunities. In addition to

human society and other factors, some employment information is only spread through the network of acquaintances, resulting in an unfair employment environment.

At present, the employment problems of difficult, low-income, and slow development reflected in the employment of university students are the problems of the employment quality of university students, which is the most real embodiment of China's employment labor market, but also the future labor market must face and solve. If the employment problem of university students cannot be effectively solved, the quality of employment cannot be improved. It will harm the quality of long-term talent cultivation in universities and hinder the development of individual university students. Ultimately, it may cause unnecessary social conflicts and even affect the overall stability of society.

Therefore, no matter from the perspective of individual development of students, college talent training, higher education construction, or social progress, improving the employment quality of university students has an important practical and long-term significance (Luo, 2019).

1.2 Problem Statement

This study mainly explores the quality of employment for university graduates. The employment quality of university graduates is increasingly complex, and the contradiction is increasingly prominent (Deng, 2018). In the current employment environment, China's employment quality index is lower than international standards, and various problems manifest as insufficient employment quality for graduates (Tang & Yuan, 2023).

With the high-quality development of modernization and the diversification of college education, foreign university graduates in the employment aspect also gradually appear a series of problems, the problems of difficult employment, lack of core competitiveness, and low employment quality of university graduates have become hot social issues of common concern at home and abroad (Sun, 2021).

In recent years, the rise of big data technology has accelerated career transformation, and with the continuous change of technology, the traditional labor market has also changed, and in the coming decades, the skills needed by most jobs will change fundamentally (Arntz et al., 2016). The change of supply and demand in the labor market and the imbalance between supply and demand lead to the continuous increase of competitive pressure in the labor market, resulting in employment difficulties for university students (Jun et al., 2023).

At the same time, due to COVID-19 and the world economic situation change, the number of job opportunities provided by global enterprises has decreased. The development of the entire society has been delayed, large-scale overseas students choose to return to China for employment, university students' employment competition is increasingly fierce, these are the unfavorable employment environment for university graduates, university students' employment situation is increasingly serious (Zhao, 2022).

Moreover, in recent years, university graduates are no longer satisfied with the traditional form of work; they aspire to jobs with income and interest mergers, but they lack understanding and planning for their career development. Today, university students have a stronger pursuit of their value and have more and newer requirements for their career development planning (Zhao&Wang, 2017; Liu,2021). At the same time, there are also new requirements for employment quality measures such as the working environment and atmosphere.

To train a university student, every family must pay a lot of investment, and every school has to invest in all kinds of educational resources. If university students cannot find a satisfactory job after graduation, it will cause a waste of educational resources, and the expectations of the family cannot be realized. The problem of university students' employment quality will not only reduce the quality of personal and family life but will also affect the enthusiasm of people investing in education, leading to the concept of useless learning (Sun, 2016).

As the most dynamic youth group, the employment quality of university students is directly related to the sustainable development of the social economy, and it is also an important indicator to test the level of higher education in a country (Ting, 2020). Accurately assessing the employment quality of university graduates, analyzing the factors that affect and enhance the quality of employment for university graduates, and their improvement paths are not only related to solving the employment problem for university graduates but also to the healthy development of the economy (Peng&Lu&Li, 2020).

In this regard, this study will discuss the improvement of the employment quality of university graduates from the perspective of human capital and social capital.

1.3 Research questions

Researchers are committed to understanding the variables that affect the quality of employment for university graduates. Most studies have shown that the accumulation of human capital and social capital helps to improve the employment quality of university graduates, while career development planning ability plays a mediating role, and differences in majors can play a moderating role. This article uses human capital theory, social capital theory, social interaction theory, and collaborative governance theory to examine how the different aspects of human capital and social capital affect the employment quality of university graduates. The four main questions of this article are as follows:

1. How to develop a model to enhance the employment quality of Chinese graduates?
2. What is the role of human capital and social capital to enhance the employment quality of university graduates?
3. What is the mediating role of career development between human capital, social capital, and the employment quality of university graduates?
4. Does the major supply-demand ratio and degree of major socialization moderate the relationship among human capital, social capital, and employment quality of university graduates?

1.4 Research Objective

The purpose of this study is to explore the impact of human capital and social capital on the employment quality of university graduates, and to explore the mediating role of career development and the moderating role of major differences. The objective of this study is to:

1. To develop a model to improve the employment quality of Chinese graduates.
2. To find the role of human capital and social capital in improving the employment quality of university graduates.
3. To find the mediating role of career development between human capital, social capital, and employment quality of university graduates.

4. To verify the moderating effect of the major supply-demand ratio and degree of major socialization on human capital, social capital, and employment quality of university graduates.

1.5 Significance of the Study

1.5.1 Policy Significance

In China's current severe employment situation, the introduction of human capital theory research university graduates' employment quality problem, with the help of human capital-related factors, from the micro, to analyze the internal factors of university graduates' employment quality problem, guide university graduates targeted to improve their human capital elements, smooth implementation of high-quality employment. From a macro point of view, this study will provide the objective basis and scientific demonstration for the competent government departments and higher education institutions to formulate policies on students' employment, promote the improvement of higher education services, further alleviate the current employment pressure, realize social stability and harmony, and fundamentally improve the comprehensive competitiveness of the country. At the same time, the introduction of social capital theory to study the employment quality of university graduates is conducive to maintaining social stability and the formation of a fair employment environment.

Studying the employment quality of university graduates from the dual perspective of human capital theory and social capital theory is conducive to improving the employment quality of university students and reducing the waste of human resources and educational resources.

1.5.2 Theoretical Significance

The first is to enrich the content of studying the employment quality of university graduates. This study focuses on exploring the factors affecting the employment quality and university graduates' employment quality and studies the employment quality of university graduates from the dual perspective of human capital theory and social capital theory, which is also conducive to enriching the academic research of human capital theory and social capital theory.

At the same time, this study from the perspective of major differences, and into career development as a mediating variable, to explore the human capital and social capital on the university graduates employment quality difference, is a kind of direction of innovation, also played a complementary role to previous research, for the professional teaching better service students' comprehensive ability training, to effectively improve the quality of university graduates employment under the background of the new era to provide theoretical support.

Secondly, this article constructs a model of factors affecting the employment quality of university graduates through literature research, questionnaire surveys, interviews, and other methods.

Finally, according to the existing conclusions, it is of certain theoretical significance to improve the employment quality of university students from the perspective of individuals, families, universities, and society.

1.5.3 Practical Significance

This study explores the differences in the impact of human capital and social capital on the employment quality of university graduates from the perspective of major differences. It can not only provide more objective and scientific cognitive guidance for the employment values of college graduates

themselves but also provide effective practical guidance for how to better develop and cultivate their own human capital and social capital abilities. At the same time, it can provide objective analysis data for the reform of university education majors and the fair and reasonable formulation of employment policies. For professional teachers and guidance to train students, how to fully stimulate students to effectively develop, cultivate and improve personal human capital and social capital to enhance the comprehensive ability of job hunting, and provide possible theoretical and strategic support.

LITERATURE REVIEW

2.1 Underpinning Theory

2.1.1 Human Capital Theory

With the gradual deepening of the research on economics and economic growth theory, the human capital theory has gradually formed and developed systematically after a long historical period and has gone through three important stages: establishment period, development period, and new period. Among them, the establishment period belongs to the process of human capital thought accumulation, which runs through before and after the classical economic period. The development period is an important period of the formation of modern human capital theory, and the new period is the process of the development of modern human capital theory.

Human capital theory reflects the positive role of education in economic construction and talent training, from the perspective of human capital theory, education investment is the main part of individual and national human capital level, it not only provides a reliable sustained, and rapid economic development of intelligence guarantee, also bring certain economic benefits to individuals and families (Schultz,1960).

In the process of studying the social phenomenon of improving the quality of employment, this study advocates the study of the impact of accumulated human capital on employment quality from the perspective of individuals. This study believes that the core idea of human capital is not ordinary material data, but a copy of the rare items, that can be obtained through education investment, workers in human capital invest mainly from formal or informal education way to achieve, and once the above action, can intuitively feel the capital of ascension. The cost of workers in education should be an investment action, not a consumption behavior because education investment is a long-term behavior. This kind of investment will not achieve great results in the short term, but if the value of human capital is obtained, it is permanent and can obtain rich returns.

2.1.2 Social Capital Theory

The social capital theory advocates that the social status of individuals or collectives can bring some resources or benefits through their network relationships, and the operation of these social relationships can receive rewards. Social capital theory places more emphasis on social attributes rather than individual abilities. There are various perspectives on social capital theory, such as resource theory (Bourdieu,1986), relationship theory (James S. Coleman, 1988), capability theory (Alejandro Portes, 1998), coordination theory (Robert D. Putnam, 1995), stratification theory (Steven Durlauf, 2004), etc.

The social capital theory holds that social capital relies on networks to transform into social resources and utilizes these social resources to achieve goals and obtain benefits. When people need it,

effective social resources can be generated through actions to facilitate the achievement of goals. Social capital was initially an important concept in the field of sociology, manifested as the social attribute of interpersonal relationships. There is a close correlation between social capital and social network relationships, and students often obtain resources through a fixed network of relationships and gain more social benefits through a stable network of relationships.

This study adopts the theory of social capital relationships, believing that social capital is a social network of relationships. Among them, the focus is on the two theories with the widest application scope in the employment field of social capital - the "strong relationship" and "weak relationship"(Mark Granovetter, 1973) theories. The above two theories have been confirmed accordingly and will also serve as the research basis for this study.

2.1.3 Social Interaction Theory

Social interaction is a concept in sociology, which refers to the social interaction activities between individuals and groups through information transmission under the constraints of certain social norms (Liu,2010). The interactive theory emphasizes that society consists of interactive individuals, whose actions are not only reactions but also understanding, interpretation, action, and creation. Individuals are not a group of certain attitudes, but dynamic and changing actors who are always generated but never complete (Yu,1993). The theory of social interaction covers the cognitive framework of cognitive views and humanistic views. It believes that learners are born into the world of interpersonal communication, and learning, work, and development take place in their interactions with others.

The theory of social interaction can help us to clarify the process of why human capital can be transformed into position and income through the exchange of the job market. In the interaction between the applicant and the employer, the candidate pays their human capital, gains the capital to support themselves from the employer, improves their experience, and improves their skills. The process of job hunting is interactive, a process of exchanging positions and income with their accumulated human capital.

2.1.4 Collaborative Governance Theory

The theory of coordination was first proposed by the famous German physicist Herman Haken, meaning the study of coordination and cooperation in Greek (Herman Haken, 2013). Herman Haken emphasized that the cooperation between subsystems or departments within the system produces new structures and functions. This function requires the coordination and cooperation of the open system and the subsystems within the system, which is a process from disorder to order. Later, with the development of society, it gradually evolved into the theory of collaborative governance, which belongs to a new theory of government governance, which has attracted the attention and research of scholars. Edward Freeman believes that collaborative governance is a problem-solving-oriented practice, with stakeholders involved and jointly accountable.

In recent years, university graduates' employment by scholars widely concerned, the social problem including government, social organizations, families, individuals, and other main body, University graduates' employment is not only personal, and family need to solve problem, but is also closely related to national development, social stability, enterprise progress. The reasonable application of collaborative governance theory is an indispensable part of solving the employment problem of university students.

2.2 Variable

2.2.1 Employment quality of university graduates

This study is mainly focused on the employment quality of university graduates. Many scholars in China have defined the concept of the employment quality of university graduates, but there is no unified concept. Dai&Wu(2009) based on the definition of decent labor given by international labor organizations define the employment quality of university graduates as the reasonable and balanced flow between industries and regions, with the human resources market or the talent intermediary organization platform, under the conditions of freedom, fairness, safety, and human dignity, access flexible and sustainable employment opportunities, Thus, combine with the means of production and obtain the optimization degree of income and development. It is a comprehensive index to measure the employment status of university students and the overall development of society, it reflects the intrinsic essential characteristics of university students' employment, and it is to reflect the structure, level, trend, nature, and merits of university students' employment. Zhang (2017) defined the concept of employment quality of university students as the degree to which university graduates obtain material and non-material remuneration in the employment process, contribute to the realization of the organizational goals, and realize the professional value of their employment units. Wang (2022) defines the employment quality of university graduates from a subjective and objective perspective and believes that the employment quality of university graduates refers to the objective employment situation of university students and the subjective satisfaction of university students with their jobs.

2.2.2 Human capital of university graduates

In recent years, with the increasing employment pressure on university graduates, the literature on applying human capital theory to university students has also increased. Wang (2020) believes that the human capital of university students refers to all kinds of knowledge, skills, and qualities owned by university students, which can be recognized by employers and willing to pay for them in employment. These elements are often formed by university students through educational investment and participation in social practice. Ji (2020) defined the human capital of university graduates as the comprehensive abilities that exist in university graduates through education, training, and practice. These abilities mainly include knowledge, skills, practical experience, etc., which help university students identify, obtain employment opportunities, and improve the quality of their employment during the employment process.

2.2.3 Social Capital of University Graduates

Currently, social capital has become one of the most popular research fields in the social sciences(Durlauf, 2003).The earliest research on social capital respectively from the micro level (Bourdieu, 1986), medium level (Coleman, 1988), and macro level (Putnam, 1995), and gradually expanded to the role of culture and norms in social capital (France, 1998) and the benefits of social capital (Lin nan, 2001), etc., is the result of the concept of capital generalization (Li&Yang, 2000). At the micro level (James Coleman, 1998, Linnan, 2001) is a resource that social capital in social relations and hopes to get returns in the market; at the medium level (Ronald Bott, 1992) social capital, mainly refers to friends, colleagues and more generally; at the macro level (Robert Putnam, 1993) is a trust, normative and network of social capital that can improve social efficiency by promoting coordination and action. Based on foreign research, Chinese scholars also define social capital from different perspectives. Sun (2016) &Wang (2020) both define the social capital of college graduates from the perspective of social relationship resources. They define the social capital of college graduates as the social network relationships utilized by individual college graduates in obtaining employment information and opportunities, including pre-existing social capital and post-existing social capital.

2.2.4 Major supply-demand ratio

Long (2012) & Hu (2019) use the major supply-demand ratio to represent the ratio of the number of employees required by enterprises in different majors to the number of trainees in university. In the modern context of the refined division of labor in society, major matching has become a necessary recruitment requirement for campus recruitment, so the supply and demand of related professional talents have a direct impact on competition in the labor market. The higher the supply-demand ratio of a major, the more obvious the phenomenon of oversupply in the labor market of that major; on the contrary, the lower the supply-demand ratio of a major, the more obvious the phenomenon of oversupply in the labor market.

2.2.5 Degree of major socialization

The degree of major social connection (referred to as the degree of major socialization), that is, whether the content of the major matches the ability of social employment needs. The degree of connection between the major and society reflects the degree to which the content learned by the major can be directly used for work (Long, 2012).

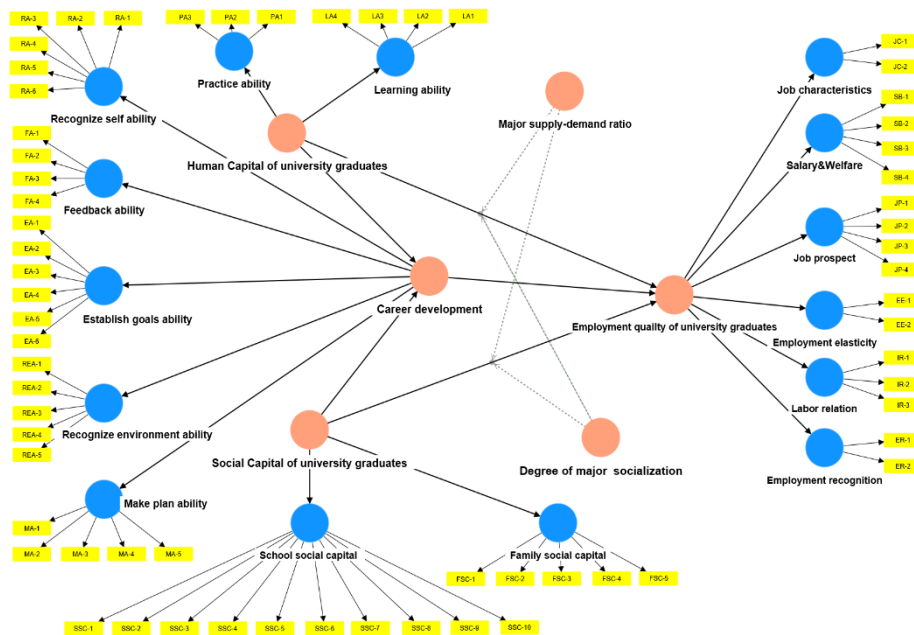
2.2.6 Career Development

Career development is increasingly used to describe the sum of psychological, social, educational, physical, economic, and opportunity factors that combine to form a lifelong career behavior (Sears, 1982). The use of career development includes two sets of theoretical or conceptual categories, one explaining the development of career behaviors throughout their lifespan, and another describing how career behaviors are changed through specific interventions (Edwin L. Herr, 2001). The existing literature rarely discusses the issue of employment quality from the perspective of career development. However, the employment of university students is a long process, which is not only related to the completion of the first employment of university students but also has a long-term impact on their future career development, mental health, and life happiness (Saks & Shforth, 2002). Hou (2022) believes from the perspective of career planning that reasonable career development includes sufficient self-cognition, scientific career cognition, establishment of career and development goals, career planning, and other contents.

In this study, career development was taken as the mediating variable, mainly considering the influence of university graduates' ability for career planning on their employment quality in the process of career development. Therefore, based on the definition of career planning ability in Hou's (2022) study, career development is defined as a necessary psychological feature for university graduates to enter their career smoothly, that is, the ability of university graduates to determine goals, know themselves, understand the environment, make plans and feedback and revise.

2.3 Framework

Figure 2.1 Conceptual Framework



Based on this model, this study attempts to understand the mediating effect of career development on human capital, social capital, and the quality of employment for university graduates, as well as the moderating effect of major differences. It also examined the impact of human capital and social capital on the employment quality of university graduates. In the framework, the independent variables are human capital and social capital, the dependent variable is the employment quality of university students, career development is an intermediary variable, and the major supply-demand ratio and major socialization degree are moderating variables.

2.4 Hypothesis

H1: There is a positive relationship between human capital and the employment quality of university graduates.

When Schultz founded the theory of human capital, he paid special attention to promoting the formation of individual human capital through education, and believed that education could improve the labor productivity of the educated and bring higher income levels and career development to individuals (Schultz, 1990). In the research on the employment quality of university students, some researchers found empirical research that the employment quality of university students is mainly affected by human capital, and the level of human capital plays a decisive role in the employment quality of university students (Zou & Zhou, 2011; Wang, 2020; Bao, 2022).

H2: There is a positive relationship between social capital and the employment quality of university graduates.

The positive role of social capital on the employment quality of university graduates is supported by many empirical studies. Employees' access to career information is asymmetric, and those individuals with strong social capital can obtain more accurate and sufficient career information. This advantage will lead to a significant increase in their job stability (Coleman, 1990).

The domestic research results on the employment quality of university graduates also show that the more social network resources structure of university students, the more help they will be to the improvement of their employment quality, especially the role of social capital related to individual family background (Chen, 2011).

Huang (2012) shows that social capital has a positive impact on the employment of university students in a large way. Based on dividing social capital into two dimensions of structure and relationship, Fei & Yao (2014) concluded that the employment satisfaction of university students would improve in the process of social capital positively affecting the quality of employment. Zhao&Wang(2017) defined the social capital of university graduates as a resource that can bring economic benefits to their own in the social network resources, which will have a positive impact on the employment results of university graduates. Lin &Lin (2019) found that family social capital can be derived into resources available to individuals under certain conditions, to increase the individual social capital stock. The interaction between the two types of capital can weaken the negative impact of social capital and help employment. Lu &Wang (2022) found in the tracking survey of the employment and entrepreneurship quality of university graduates in Shanxi province that some of the factors of social capital factors have a significant impact on the employment quality of university graduates.

H3: There is a positive relationship between human capital and career development.

Huang (2012) pointed out that academic degree is a variable of human capital, and human capital is the accumulation of knowledge and skills obtained by in-service university students from the investment in education, training, experience, and other aspects. Such knowledge and skills can bring benefits from salary, promotion space, and training opportunities to university graduates. As the embodiment of the level of education, academic education will affect the career harvest to a certain extent, and then affect career development. Through the empirical analysis of the influence of career ability on career development, Huang (2012) found that the influence of human capital on career development was more significant and stronger than that of social capital on career development.

H4: There is a positive relationship between social capital and career development.

Some foreign scholars in the field of organizational behavior research believe that social capital plays an irreplaceable role in the career development of individual employed people (Li, 2018). Feldman (2010) pointed out that the social relations of the individual employed will play a positive role in looking for new job opportunities and obtaining new positions, promoting the career development of the individual employed.

Huang (2012) believes that family social relations will directly or indirectly help children in employment, career selection, and job transfer, which may help change the career development of university graduates, and its impact may be more significant than the role of human capital.

Based on the research of Seibert (2001) on social capital and the career success model, combined with the six functions of Western scholars on social capital and the theoretical achievements of Parsons and Super on the career development stage and influencing factors, Rong&Fang(2012)constructed the model of the interaction between social capital and career development. From the results of the interaction between social capital and career development, many studies have confirmed the correlation relationship between the two variables, that is, social capital plays a positive role in promoting individual career development.

H5: There is a positive relationship between career development and employment quality of university graduates.

Chen (2007) believes that the current university students' weak sense of career planning, lack of interpersonal skills, lack of hard-working spirit, and low professional adaptability factors lead to the low employment quality of university students. Ma (2016) found a clear degree of career planning has a significant impact on employment satisfaction. Career planning includes university students' learning planning and future career planning. Only by fully evaluating oneself and paying attention to the workplace and job requirements can one clarify their future career direction and find suitable jobs according to their plans. Huang (2012) pointed out that career development is the need for individual self-realization, the quality of career development of university graduates reflects the quality of employment, and the smooth and successful career development is the long-cherished wish of every graduate.

H6: Career development has a significant mediating role between human capital and employment quality of university graduates.

H7: Career development has a significant mediating role between social capital and employment quality of university graduates.

Liu and Zhu (2017) used the SCCT model and human capital theory as the basic framework to conduct a questionnaire survey and data analysis on 1000 university graduates who had left school and were employed full-time in 2015. They found significant individual differences in the accumulation of human capital, career psychological development, and employment outcomes of university students. Through their conceptual model and hypothesis validation, it can be confirmed that in career psychological development, namely career self-efficacy, there is a significant correlation between the expected career outcomes and career maturity of university students' human capital and their employment outcomes.

Parents encourage their children to explore their career interests and help them form the experience of career choice. These supportive behaviors encourage them to make more career planning, such as learning about their career in various ways, so that their children can be more familiar with and satisfied with their major (Blustein, 2011; Dietrich & Kracke, 2009). Parental career support allows children to have more adaptive resources, and then make more career planning, which ultimately affects their professional satisfaction (Han & Rojewski, 2015). Zhao&Li&Qin(2022) proved through empirical research that career planning plays a mediating role between parents' career support and employment satisfaction.

H8: The negative regulation of the major supply-demand ratio and the positive relationship between human capital and employment quality of university graduates.

H9: The negative regulation of major supply-demand ratio and the positive relationship between social capital and employment quality of university graduates.

Long (2012) and Hu (2019) will also explore the serious disconnection and structural imbalance between the social demand for talent in enterprise positions and the existing college education, starting from sufficiently complex employment information and objective competitive relationships, combined with China's job market and university education level, in depicting major differences. They used the major supply-demand ratio to measure major differences. The major supply-demand ratio represents the ratio of the number of employees required by a certain professional enterprise to the number of trainees

in universities. In the modern context of the refined division of labor in society, major matching has become a necessary recruitment requirement for campus recruitment, so the supply and demand of related professional talents have a direct impact on competition in the labor market.

H10: The degree of major socialization positively moderates the positive relationship between human capital and employment quality of university graduates.

H11: The degree of major socialization positively moderates the positive relationship between social capital and employment quality of university graduates.

Long (2012) pointed out that the higher the degree of socialization, the stronger the positive effect of social capital on the quality of employment. At the same time, from the perspective of human capital, higher socialization degree major, because the knowledge can be directly applied to the actual production, students' human capital ability to directly bring productivity to the enterprise and directly benefit the enterprise, so enterprises prefer to human capital is relatively perfect university graduates, at this point, high human capital applicants will have greater advantage, therefore, the higher degree of major, the higher the enterprise for applicants human capital, namely the human capital for positive effect of employment quality is more intense.

CONCLUSION

The employment quality of university graduates is closely related to the development prospects of higher education in the country. If effective measures cannot be taken to improve the employment quality of university graduates, it will inevitably become a hidden danger to social harmony and stability. This study explores the impact of human capital and social capital on the employment quality of university graduates by constructing a model and analyzes the influencing factors of employment quality of university graduates from multiple perspectives by introducing the mediating variable of career development and the moderating effect of major differences. Existing research has shown that human capital and social capital factors play a crucial role in improving the employment quality of university graduates, and career development planning ability has a mediating effect, which is conducive to the improvement of the employment quality of university graduates. Based on the conceptual framework, this study will continue to focus on the mediating role of career development, and further collect research evidence on the impact of human capital and social capital on the employment quality of university graduates through questionnaire surveys, interviews, and other means, under the regulation of major differences.

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