

THE INFLUENCE OF THE OUTCOME-BASED EDUCATION ON STUDENTS' EMPLOYMENT INTENTION IN HIGHER EDUCATIONAL INSTITUTIONS IN GUANGDONG PROVINCE, CHINA

Jun Wu

Prapatpong Senarith

Sukhum Moonmuang

Faculty of Education, Bangkokthonburi University

E-mail: sukhumoon@hotmail.com

Received : 23 December 2022

Revised : 24 December 2022

Accepted : 24 December 2022

ABSTRACT

The objectives of this research were: To the influence of Outcome-Based Education on students' employment intention; and to the interplay of cognition, attitude and motivation as mediating variables between Outcome-Based Education and students' employment intention. The research was a mixed methodology research. Population was the 4th-year students studying in universities in Guangdong Province in 2021 are the research object, totalling 100,000. The sample size was determined by Optimal Design plus Empirical Evidence, obtained by of the research adopts polymorphic random sampling method, totalling 511, obtained by purposive sampling method. The instruments used for data collection was a questionnaire which composed of six parts (five-level rating scale). The statistics used for data analysis were IBM SPSS Statistics and Amos Graphics.

The research findings revealed that; (1) There were some positive relationships between Outcome-Based Education and student's employment intention; and (2) There were some positive relationships between cognitive and student's employment intention; and (3) There was no relationship between attitude and student's employment intention; and (4) There were some positive relationships between motivation and student's employment intention; and (5) There were some positive relationships between cognitive and student's motivation; and (6) There were some positive relationships between attitude and student's motivation; and (7) There were some positive relationships between Outcome-Based Education and student's cognitive; and (8) There were some positive relationships between attitude and student's cognitive; and (9) There were some positive relationships between cognitive and student's attitude; and (10) There were some positive relationships between Outcome-Based Education and student's attitude.

Keywords: Outcomes-Based Education, Cognitive, Attitudes, Motivation, Employment Intention, Higher educational institutions

1. RESEARCH PROBLEM'S SIGNIFICANCE

Since the implementation of the university enrolment expansion policy in China, the employment of college students has gradually become a social issue, especially in the past ten years, it has become one of the focus issues of social concern. In 1999, the state implemented the policy of expanding enrolment in colleges and universities. According to the National Bureau of Statistics, there were 848,000 college graduates that year. From the perspective of the current scale of higher education, some scholars pointed out in 2004 that Chinese higher education has moved from elite education to mass education, realizing a profound transformation from a country with a large population to a country with large human resources (Zeng, 2004).

Guangdong was China's largest province with the largest economy and largest population. It has reached the level of an upper-middle-income country and a middle-developed country. However, Guangdong was mainly based on population-intensive and export-oriented processing and manufacturing industries. With changes in the global political landscape, as well as economic transformation and upgrading, especially affected by Sino-US trade frictions and the sudden outbreak of COVID-19, the actual employment situation of Guangdong college graduates is also not optimistic. According to the data released by the Guangdong Provincial Department of Education on February 20, 2020: From the perspective of the scale of graduates in the past five years, the number of graduates actually participating in employment in Guangdong has generally been on the rise, and the scale has expanded year by year, from 51.9 in 2015. 10,000 increased to 572,000 in 2019. It is estimated that there will be 603,000 graduates in 2020 (Guangdong Provincial Department of Education, 2019). In addition to the graduates who choose a second job during the career selection period and those who come to Guangdong for job hunting from other provinces, the total employment is huge. The situation remains dire. As of August 26, 2020, the initial employment rate of college graduates in Guangdong Province was 82.71%, down 11.87% from the same period last year (Guangdong Provincial Department of Education, 2020).

With the gloomy employment situation, the government has implemented new national policies that attach more importance to finding employment for recent college graduates. Traditional employment guidance only emphasizes job-seeking skills for students, which can no longer meet contemporary needs for whole-process, full-participation, professional, and information-based employment guidance. For this reason, we explored the factors that would affect the employment intentions of college students in Guangdong province based on Outcomes-Based Education. This can guide and cultivate students' employment intentions throughout the whole university teaching process, and improve the employment rate of college students.

2. RESEARCH OBJECTIVES

The purposes (objectives) of this research are:

1. To the effects of Outcome-Based Education on student's employment intention.
2. To study the intervening variables cognitive, attitude and motivation that mediating between the relationship of Outcome-Based Education and student's employment intention.

3. SCOPE OF STUDY

1. Scope of Population

The population in this study will be the 4th-year students who are studying at the colleges and universities in Guangdong Province. The sample will be selected by using the multi-state random sampling from sampling from the population in the academic year 2021.

2. Scope of Content to Study

The contents to study will be variables, Outcome-based Education, cognitive, attitude, motivation, and student's achievement focusing particularly on employment intention.

3. Scope of time.

The time of this study will be an academic year 2021.

4. RESEARCH HYPOTHESIS

1. There is positive relationship between Outcome-Based Education and student's employment intention.

2. There is positive relationship between cognitive and student's employment intention.

3. There is positive relationship between attitude and student's employment intention.

4. There is positive relationship between motivation and student's employment intention.

5. There is positive relationship between cognitive and student's motivation.

6. There is positive relationship between attitude and student's motivation.

7. There is positive relationship between Outcome-Based Education and student's cognitive.

8. There is positive relationship between attitude and student's cognitive.

9. There is positive relationship between cognitive and student's attitude.

10. There is positive relationship between Outcome-Based Education and student's attitude.

5. LITERATURE REVIEW AND CONCEPT

In 1981, the American scholar Spady, W.G. first proposed the concept of "Outcome-Based Education" (Spady W., 1981). The theory of Outcome-Based Education has always attracted much attention and has influenced the educational reforms in the United States, Japan, Taiwan, and other countries and regions. Direction and educational reform ideas worth learning from (Xu & Lin, 2005).

The core of the concept is to carry out instructional design and teaching implementation oriented to students' learning outcomes (Learning Outcomes, also known as outputs), but the "outcomes" are not limited to students' test scores, but more emphasis on students in the final learning process. After proving that I really have the ability, it mainly involves four major questions (Li Z., 2014): What is the learning outcome you want students to achieve? Why do students need to achieve such results? How can you effectively help students achieve these learning outcomes? How do you know students have achieved these learning outcomes? Among them, how to quantitatively measure the results of students' learning, or how to quantitatively evaluate the results of students' learning, is the core and key to construct this evaluation system (Spady W., 1998). Therefore, William G. Spady (1994) emphasized that OBE is the key to high-quality education, an education that focuses on the education system and

defines the final learning outcomes achieved by each student (Spady W., 1994), which is also an educational model that reversely designs the training and evaluation system according to the final learning outcomes expected by students.

In recent years, outcome-Based education has become a hot word in China's domestic higher education. In 2014, Li Zhiyi first introduced outcome-based education in the Chinese Ministry of Education, and tried to apply it to teaching reform practice, emphasizing that outcome-based education focuses on students. The final learning result is what students have learned and what abilities they have achieved after a certain stage of study, which has a direct and positive impact on students' employment intentions (Li, Zhu, Liu, & Xia, 2014). Xiao Lin believes that the results of teaching evaluation based on Outcome-Based Education can truly reflect the teaching level, improve teaching effect, improve teaching quality, and enhance students' cognitive level, emotional experience, attitude and behavioural intention (Xiao L., 2019).

At the same time, the education review and evaluation work carried out by various universities in China also reflects this concept. The earliest application is that in 2015, Shantou University of Guangdong Province introduced the CDIO and OBE practical experience of engineering majors in the small seminar of "CDIO Engineering Education Model Practice and Innovation" of the National University Engineering Education Reform Cooperation Group (CDIO is essentially a special achievement. oriented education). Shantou University focuses on the formulation of training objectives and education and teaching. The top-level design and full participation method are adopted. Some achievements have been made in graduate employment (Gong, 2016). Subsequently, many colleges and universities in Guangdong Province began to use the concept of Outcome-Based Education to carry out educational reforms. The main models are:

ABET (Accreditation Board for Engineering and Technology) launched a new engineering course plan certification standard Engineering Criteria2000 (EC2000) (Li W., 2008). Its core is the evaluation and continuous improvement process based on achievements and goals, emphasizing the use of evaluation results, taking students' learning results as the basis for evaluating teaching effectiveness, and promoting the continuous improvement of certified units as the ultimate goal;

Evaluation models for quality assurance (Rogers, 2000), including: Mission, Educational objectives, Assess/evaluate, Learning outcome, Performance criteria, educational practices/strategies, Assessment: Collection, Analysis of evidence, Evaluation: Interpretation of evidence and Feedback for quality assurance, etc.;

The educational development model of "Double-loop Curriculum Planning and Management Mechanism" developed by Feng Chia University in Taiwan, China (Yang & Wang, 1998). According to the dynamic cycle course development model, university departments can develop department-institution courses with students' ability as the core according to the cycle process, and improve the education quality of the department.

The "C-Map Model" established by Chung Yuan Christian University in Taiwan, China (Chung Yuan Christian University, 2009), is mainly to help students understand their own ability orientation, combine learning with career development goals, conduct self-reflection and correction, and

use images The integrated ability map and subject transcripts can improve students' self-learning needs analysis and learning direction strategy thinking ability.

6. RESEARCH METHODOLOGY

The research mainly uses literature research method, survey research method, quantitative analysis method, comparative research method, post-explanatory text method and so on. The senior students studying in universities in Guangdong Province in 2021 are the research object. In 2021, the total amount of undergraduates who are the senior-year of 67 universities in Guangdong Province are more than 100,000. The sample selection of the research adopts polymorphic random sampling method. The twenty universities, as the total number of samples, will be randomly selected.

The researcher determined sample size with Optimal Design plus Empirical Evidence, the sample size was approximate 500. In order to make accuracy in Exploratory Factor Analysis, the researcher has increased the sample size to be approximate 530 samples, questionnaires have been received 511, at the response rate of 96%.

The questionnaire uses Likert scale to measure and judge. The experts and scholars in the field are invited to review the completed questionnaire firstly, and gradually revised and improved. After then, a university is selected to conduct a small-scale pre-survey among senior year students. Based on the feedback of the survey subjects, the questionnaire will be revised again and determined the formal survey research questionnaire finally. The research questionnaire contains 5 variables and 98 measurement items.

Instrument was developed from step (1) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by five experts and analysed by Item-Objective Congruence (IOC). The item value was ≥ 0.60 . For the reliability, it was analysed by Cronbach alpha at .80, for detailed data see Table 6.1. (2) The questionnaires were sent by online, mail, and researcher. (3) The data of demographic variables were analysed by descriptive statistics; frequency, and percentage. The variables of Outcome-Based Education, Cognitive, Attitudes, Motivation, Employment intention were analysed by descriptive statistics; mean, Standard Deviation (S.D.). The components of all variables were analysed by Exploratory Factor Analysis (EFA) to reduce irrelevant variables. After the completion of data collection, content analysis was used to analysed the collected data.

Table 6.1 Instrument quality

Measures	Number of items	IOC	Item reliability	Cronbach's reliability
1. Outcome-Based Education	19	0.6-1.0	0.068-0.682	0.912
2. Cognition	22	0.6-1.0	0.366-0.630	0.962

3. Attitude	25	0.6-1.0	0.404-0.839	0.981
4. Motivation	10	0.6-1.0	0.094-0.449	0.811
5. Employment Intention	17	0.6-1.0	0.100-0.764	0.950

From Table 6.1, the quality of the Instrument meets the requirements and is acceptable.

7. DATA ANALYSIS

1. Descriptive Statistics for the Sample

A total of 511 samples were screened, there were 177 male and 334 female or male were 34.6%, female 65.4%, there for the data indicated that sample were more female than men. There were 21 people younger than 20 years old, 415 people aged 20-25 years old, and 75 people aged over 25 years old, accounting for 4.1%, 81.2%, 14.7% of the total number of respondents respectively. The data shows that the vast majority of respondents were between 20-25 years old. There were 311 people from cities, 117 people from towns and 83 people from rural areas, accounting for 60.9%, 22.9%, 16.2% of the total number of respondents respectively. The data shows that the majority of respondents were from cities. In terms of the number of students in each major surveyed, the majors with the largest number of students were economics (90, 17.6 percent), management (79, 15.5 percent), literature (73, 14.3 percent) and art (61, 11.9 percent). The majors with the lowest number of students were other majors (6, 1.2 percent), agriculture (17, 3.3 percent), history (18, 3.5 percent), and medical (18, 3.5 percent). Among the students surveyed, 311 students had served as student leaders in the school, accounting for 60.9% of the total number. And 200 students, accounting for 39.1 percent of the total, had not served as student leaders. According to the data, there were more students in the sample who had served as student leaders than those who had not.

2. Model evaluation

Table 7.1 Chi-square test, and GFI, CFI, and RMR indices for model evaluation.

Criteria	Value	Cutting point	Conclusion
Chi-square	28.786	-	-
d.f.	1	-	-
p-value	0.000	not significant	not fit
GFI	0.979	≥ 0.95	fit
CFI	0.989	≥ 0.95	fit
RMR	0.009	≤ 0.08	fit

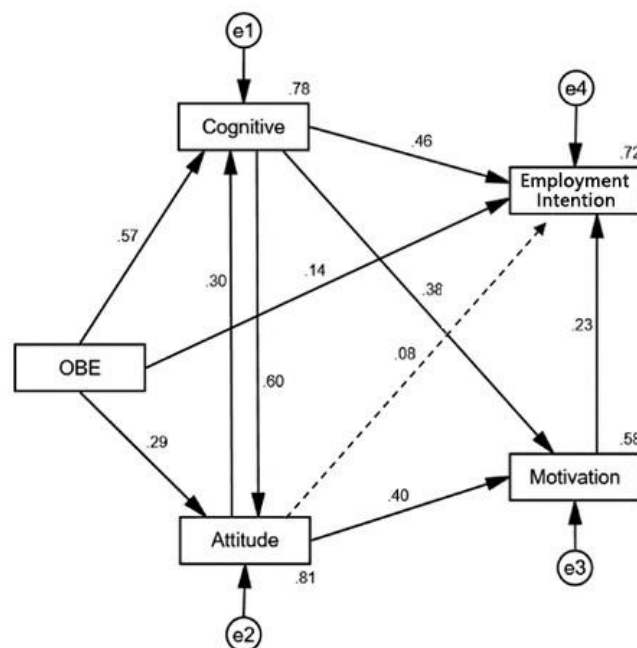
Results in table 4.4 there were 4 indicators were used for the model fit evaluation, namely; Chi-square test (χ^2); Goodness of Fit Index (GFI), Comparative Fit Index (CFI), and Root

Mean Square (RMR) to evaluate the model fit, and 4 criteria for model evaluation cutting points for each indicator.

The χ^2 -tests used to test the discrepancy between model-implied covariance matrix and the original covariance matrix. Therefore, the non-significant discrepancy is preferred. χ^2 -test would be ideal with $p > 0.05$ (Bentler and Bonett 1980; Mulaik et al. 1989; Hu and Bentler 1999), but the χ^2 -test is very sensitive to the sample size and not comparable among different (Bentler and Bonett 1980; Joreskog and Sorbom 1993; Hu and Bentler 1999; Curran et al. 2002). In data above the χ^2 -test was 28.786, with 1 degrees of freedom is significant ($p < .05$), which should be shown that model is not fit the empirical data, but with the sample size of 511 we will ignore this criterion. The indicator Goodness of Fit Index (GFI) was 0.979 (the recommended value is Cutting point ≥ 0.95), So, the fitting value of its adaptation index is within the recommended range. The indicator Comparative Fit index (CFI) was 0.989 (the recommended value is Cutting point ≥ 0.95), So, the fitting value of its adaptation index is within the recommended range. The indicator Root Mean Square (RMR) was 0.009 (the recommended value is Cutting point ≤ 0.08), So, the fitting value of its adaptation index is within the recommended range.

To sum up, the finding showed that all fit indicators were pointed the hypothesized model fit well the empirical data. So, we concluded that this model fit the sample data well.

3. Hypothesis testing



Chi-square = 28.786 d.f. = 1, p. = .000, Ratio = 28.786
GFI = .979, CFI = .989, NFI = .989, RMR = .009

Figure 7.1 Diagram of results of hypophysis testing.

Table 7.2 Hypothesis testing in unstandardized scores.

	Effects		Estimate	S.E.	C.R.	P	Hypothesis
Employment Intention	<---	Cognitive	0.478	0.0629	7.6024	***	H1
Employment Intention	<---	OBE	0.1635	0.0463	3.5328	***	H2
Employment Intention	<---	Attitude	0.0847	0.059	1.435	0.1513	H3
Employment Intention	<---	Motivation	0.2584	0.04	6.4575	***	H4
Motivation	<---	Cognitive	0.3536	0.0622	5.6863	***	H5
Motivation	<---	Attitude	0.372	0.0623	5.9742	***	H6
Cognitive	<---	OBE	0.6417	0.0436	14.7298	***	H7
Cognitive	<---	Attitude	0.3027	0.0427	7.0902	***	H8
Attitude	<---	Cognitive	0.6001	0.0508	11.81	***	H9
Attitude	<---	OBE	0.3214	0.0508	6.3247	***	H10

Table 7.2 showed the path coefficient estimations and their hypothesis testing. Except for hypothesis H3, each hypothesis has a certain positive correlation, and the estimated path coefficients meet the requirements and are statistically significant ($p < .01$). Hench's hypothesis was accepted.

4. Inter correlation coefficient between variables.

Table 7.3 Inter correlation coefficient between variables.

Variables	OBE	Attitude	Cognitive	Motivation	Employment Intention
OBE	1.000				
Attitude	0.770	1.000			
Cognitive	0.805	0.903	1.000		
Motivation	0.703	0.743	0.741	1.0000	
Employment Intention	0.741	0.782	0.823	0.736	1.000

From Table 7.3 showed the correlation coefficients between variables, and the results were as followed: There was a significant positive correlation between Attitude and Outcome-Based Education; There was a significant positive correlation between Cognitive and Outcome-Based Education; There was a significant positive correlation between Cognitive and Attitude; There was a significant positive correlation between Motivation and Outcome-Based Education; There was a significant positive correlation between Motivation and Attitude; There was a significant positive correlation between Motivation and Cognitive; There was a significant positive correlation between Employment Intention and Outcome-Based Education; There was a significant positive correlation between Employment Intention and Attitude; There was a significant positive correlation between Employment Intention and Cognitive; There was a significant positive correlation between Employment Intention and Motivation. Above and show a strong correlation.

5. Correlation between variables

Table 7.4 Direct effects, indirect effects, total effects, spurious effects and the correlation between Employment Intention and the independent variables.

Independentvariables	DE	IE	TE	Spurious	Pure	Square pure (%)
OBE	0.142	0.58	0.722	0.019	0.741	54.9081
Attitude	0.082	0.337	0.419	0.363	0.782	61.1524
Cognitive	0.464	0.341	0.805	0.018	0.823	67.7329
Motivation	0.233	0.000	0.233	0.503	0.736	54.1696

As can be seen from Table 7.4: When the dependent variable was employment intention, there were significant correlations between direct effect, indirect effect, total effect, spurious effect, and employment intention and outcome-based independent variables of education, attitude, cognition, and motivation.

8. CONCLUSION, DISCUSSION AND SUGGESTIONS

1. Conclusion and Discussion

Section 1 Discussion of Research Objective 1

There were some positive relationships between Outcome-Based Education and student's employment intention.

This research result is consistent with Li Zhiyi's research. He emphasized that Outcome-Based Education is concerned with the final learning results obtained by students, what

students have learned after a certain stage of study, what abilities they have achieved, and their employment intentions. Direct positive impact (Li Z., Zhu, Liu, & Xia, 2014). In addition, the results of the study are consistent with Wang Dacheng (Wang & Zhang, 2010), Zheng Jie (Zheng J., 2004), Chen Haiping (Cheng H., 2006), Zhong Yunhua (Zhong Y., 2007), Zheng Xiaotao (Zheng, Li, & Xiang, 2006), Xie & Zhao, 2009), Kang Xiaoming (Kang, 2006) have consistent research results, they respectively conducted a statistical survey on the relationship between learning outcomes, employment and career development, and obtained comparative results. Unanimous opinion: The strength of learning outcomes has a clear positive correlation with the quality of employment and career development.

The Outcome-Based Education philosophy focuses on "student-centred", "focus on ability achievement" and "continuous improvement". In the specific education and training, according to the characteristics of the students, the learning activities and related conditions and opportunities that are suitable for the development of the students' differentiated abilities are designed. The curriculum design returns to the actual ability that students can "take away" after graduation, rather than the specific course requirements. During the study period, it is clear to obtain future employment intentions.

Section 2 Discussion of Research Objective 2.

(1) There were some positive relationships between cognitive and student's employment intention.

This research result is consistent with Wei Ying's theory or research, Wei Ying found that graduates' perception of employment has a significant impact on their choice of employment intention (Wei Y., 2015). In addition, the findings are consistent with the findings of Zheng Jie and Wu Yiyang, employment intention refers to people's perception of themselves and their expectations for the future in the process of career orientation and choice (Zheng J., 2002).

The employment cognition of college students includes cognition of employment policy, cognition of employment external environment, cognition of own ability, cognition of industry needs, etc. The clearer the cognition of the above, the more able to achieve employment intention. In the process of choosing a career, college students should evaluate themselves correctly and objectively, understand their own interests, characters and abilities, have a comprehensive understanding of their majors, work abilities, strengths and weaknesses, and understand their strengths and weaknesses.

(2) There was no relationship between attitude (Attitude) and student's employment intention.

This finding is consistent with the findings of McGrath & Bogat et al., McGrath et al. regard intention as an attitude that is spontaneously generated by the actor when acting and is mixed with higher subjective ideas, which can lead to specific behaviours Results, but behavioural results are not inevitable (McGrath & Bogat, 1995); in addition, Zheng Jie analyzed the employment intention of college students from three dimensions of employment readiness, employment intention and employment values, and came to the following research conclusions: the current colleges and universities Graduates' awareness of employment subject is obviously enhanced, employment expectations present various contradictions, employment attitudes are diversified, and employment value orientations are diversified, and attitudes may not affect employment intentions (Zheng J., 2005).

However, the research results of Zeng Xiangchang et al. show that the individual's attitude towards what kind of achievement has an influence on the pursuit of individual career choices to a large extent, and this influence is the employment intention (Pan, Kang, & Zhu, 2007). The different research results above are mainly caused by the different research objects and methods. Zheng Jie's research objects are fourth-year university students, and Zeng Xiangchang et al.'s research objects are all university students. This shows that different university education philosophies, the employment attitude obtained by students is not the same.

In real life, the different components of attitudes are not necessarily well coordinated. The correlation degree of emotion and behavioural intention is higher than that of cognition and emotion and cognition and intention, and the independent degree of cognitive component is higher. Therefore, attitude does not necessarily directly affect the employment intention of college students. There are obvious individual differences in individual attitudes and their structures, and the formed attitudes will cause corresponding changes after accepting the influence of a certain information or opinion. In addition, the memory of college students' past cognition, behavioural experience and emotional experience will also affect the current attitude, and the role of memory can be used to intervene in the negative stereotypes of individuals, thereby changing their attitudes. So, attitudes change randomly.

(3) There were some positive relationships between motivation and student's employment intention.

This research result is consistent with the research results of Lei Li et al., who believe that low-level employment motivation is likely to form negative employment intentions, while students with high-level employment motivation are more likely to form high-level employment intentions (Lei, Hou, & Bai, 1997). In addition, researches by Zhang Yaling, Yang Shanlu, etc.

show that the employment motivation of college students is positively correlated with career choice strategies, and the type of employment motivation will determine the career choice strategies they adopt (Zhang & Yang, 1999).

Success and failure coexist in human life. In addition to experiencing success and failure, the most important thing is to find the reasons for success and failure. The establishment of the basis for the efficacy judgment of individual behaviour. Therefore, under different reasons, different individuals will have different motivations. After four years of study, college students have their own learning goals and employment goals. For college students, employment goals do not affect the changes in intelligence and ability. They are more inclined to prove or express their abilities to others. College students pay more attention to other people's evaluation of themselves. In their view, failure means their own lack of ability, so they often work harder and pay more attention to their employment motivation.

(4) There were some positive relationships between cognitive and student's motivation.

This finding is consistent with that of Li Tao, Li Shouxing, et al., who believed that college students' cognition could influence the formation of motivation (Li & Li, 2002). In addition, Zhao Jingbo believes that there is a positive correlation between cognition and motivation (Zhao, 2005); the research results of Yao Dewen, Yan Linfeng, Liu, Ge et al. show that the motivation of independent students is relatively strong, while the motivation of dependent students is relatively weak. It has been proved that students' cognition is significantly related to their motivation (Yao, Yan, & Liu, 2011).

College students were usually driven by internal motivation to learn, remember, think and act. To this end, college students continuously improve their abilities through continuous professional knowledge learning, self-awareness of social practice, and understanding of the social environment and industry, so as to achieve their goals. At the same time, the reward and punishment conditions of society, achievement and the external environment will directly affect the efforts of college students. They will pay more attention to learning, thinking, and their own abilities. They can make full use of their existing knowledge, experience and cognition in order to rebuild and realize their own goal motivation.

(5) There were some positive relationships between attitude and student's motivation.

This research result is consistent with Gao Jianping's research, he believes that attitude is one of the main factors that constitute motivation, and the two influence and restrict each other (Gao J., 2012). In addition, Wang Aiping, Che Hongseng and others believe that attitude is a more lasting positive or negative intrinsic motivation of learners to learning, attitude affects

learning motivation, and learning motivation restricts attitude. While acquired can be changed, it is also an important factor affecting learning motivation (Wang & Che, 2005); Xue Fen proposed that learning attitude has a greater impact on learning motivation (Xue F., 2016); Zhang Hongtao and Wang Erping believe that motivation is related to people's behaviour, and attitudes have guiding and motivational effects on behaviours (Zhang & Wang, 2007).

During college students' study in college, teachers should pay attention to students' reactions while teaching knowledge, especially for those students with low scores, try to make them feel less of failure and more sense of achievement, which is conducive to cultivating students' positive and optimistic attitude. At the same time, attitude is the more lasting positive or negative internal reaction tendency of college students to employment intention. Employment attitude is restricted by employment motivation, which is acquired by college students through gaining certain experience in learning activities, and can be changed. Likewise, it is also an important factor affecting employment intention. Therefore, it is very important for college students to develop a positive and optimistic attitude.

(6) There were some positive relationships between Outcome-Based Education and student's cognitive.

This research result is similar to that of Zhang Ying. He believes that the cognitive level effect refers to the perception and memory system of educational information reaching the audience, and the audience selectively pays attention, understands and remembers it according to their own experience and position. After the reconstruction of information, it causes the increase of personal information and the change of knowledge structure, which is affected by education and educational methods (Zhang Y., 2021). In addition, Wang Hua, Yang Xiaomei, Hu Jin and others also believe that cognition is the process by which people acquire knowledge, use knowledge, and process information, and is influenced by education (Wang, Yang, & Hu, 2007).

In addition to professional knowledge education and moral education, universities should also add necessary career planning, job-seeking skills and other course content, so that students can understand their future career needs and methods to achieve them when they are employed. The current employment cognition of college students is still the traditional employment cognition, this kind of employment perception is not only from the perspective of students themselves and their families, but also related to the accurate employment guidance of professional teachers and employment guidance courses during students' school. There is no good interaction between the actual employment needs of enterprises and the training of talents in schools, and there is no way for students to build positions in related

fields that they are not familiar with. The relational cognition of the job competency model is not clear.

(7) There were some positive relationships between attitude and students cognitive.

This research result is consistent with the research results of Zhong Funing, Ding Yulian, etc., they believe that attitude significantly affects cognition, and the less positive attitude, the lower cognition (Zhong & Ding, 2004). In addition, the survey results of Chen Kai, Xiao Min and others show that there is a relationship between cognition, attitude and consumption intention. Cognition affects attitude and consumption intention, and attitude affects cognition and consumption intention (Cheng & Xiao, 2012); Tang Yaoping conducted research on college students' cognition and attitude towards traditional culture, and the study showed that there is a significant positive relationship between cognition and attitude (Tang, 2011).

Attitude was an internal psychological tendency and potential psychological state of people, and it is an evaluative and stable internal psychological tendency that an individual holds when he or she reacts to a specific object in a certain way. His cognitive habits of people, events, ideas, emotions, etc. during his college days. Therefore, a positive attitude stems from a higher level of cognition. During college, the higher the degree of college students' professional knowledge, social environment, industry needs, self-awareness, etc., the more positive their employment attitudes are. Similarly, negative employment attitudes come from lack of self-confidence and low awareness of employment.

(8) There were some positive relationships between cognitive and student's attitude.

This research result is consistent with the research results of Wu Zhonghong, Hong Changming, and Zhong Linsheng, who believe that there is a significant correlation between cognition and attitude, and the lower the cognition level, the less positive attitude (Wu, Hong, & Zhong, 2005). In addition, the survey results of Chen Kai, Xiao Min and others show that there is a relationship between cognition, attitude and consumption intention. Cognition affects attitude, consumption intention and consumption behaviour, and attitude affects cognition, consumption intention and consumption. Behavior, consumption intentions affect cognition, attitude and consumption behaviour (Cheng & Xiao, 2012). In addition, Ajzen and Driver conducted research on cognition, attitude, behavioural intention and their subjective norm and their perceived behavioural control by means of survey, and the results showed that there was a significant influence between them (Ajzen & Driver, 1992).

Cognitive process is the process in which the human brain receives the stimulation of external information, processes the information, converts it into internal psychological

activities, and then dominates human behaviour. It is the subjective reflection of human beings on objective things, the memory and imagination of things based on their own physiological qualities and experience, and the result of people's selective attention and interpretation of the meaning of events based on their own experience. For this reason, college students' cognition dominates their employment intentions and employment behaviours. It determines their employment attitudes through their learning experiences in school, as well as their memory and judgment of people and things.

(9) There were some positive relationships between Outcome-Based Education and student's attitude.

This research result is consistent with Li Zhiyi's research. He believes that traditional Chinese education is "a process in which teachers impart knowledge and skills to students, and students are passive", and the teaching of Outcome-Based Education concept is "teaching students to learn". Teach students to "enjoy learning", "know how to learn" and "learning", among which "learning" is the core, to learn by yourself, to learn by doing, and to think about learning, students are active and have a positive attitude (Li Z., 2014); Li Zhiyi also believes that Outcome-Based Education requires the final learning outcomes of learners, and learning outcomes should be clearly expressed and evaluated directly or indirectly, so they are often converted into performance indicators, that is, what students gain through learning. Affect, cognition, and implemented behaviours (Li Z., 2014). That is to say, Outcome-Based Education has a direct positive impact on students' learning attitude.

During the university period, it is important for college students to learn professional knowledge, but it is also the main task for college students to develop good study habits, a positive attitude towards life, and a sincere life and work. Therefore, universities should clearly communicate "correct" ethics, moral values, and civic traits in all courses, and incorporate ethical theoretical issues into course policy, course content, course evaluation, and teacher education. Correct values are also what the job market needs for college graduates. Company executives expect employees to behave ethically and emotionally, and be able to cooperate with people from different religious, cultural or social backgrounds, and have the ability to get along with others and create high-quality jobs.

2. Suggestions

1) Policy formulation recommendations

The factors that affect the formation of college students' employment intention are complex, including the influence of external conditions such as social background, college education,

and family environment, as well as the influence of individual differences of students themselves. Colleges and universities should take Outcome-Based Education as the basis for teaching reform and build a long-term employment mechanism for college students.

a. Based on the concept of Outcome-Based Education, promote the reform of education and teaching mode in colleges and universities

First, change the concept of education and focus on teaching results.

Second, introduce flexible teaching and change the role of students.

Third, introduce diversified assessment standards and strengthen the interaction between teachers and students. The concept of Outcome-Based Education focuses on the final learning outcomes of students, and emphasizes the introduction of diversified assessments when assessing students.

b. Strengthen the macro guidance of the social environment and build a long-term employment mechanism for college students.

First, establish a fair job market and guide college students to compete fairly.

Second, introduce policies to promote employment to guide college students to change their employment concepts.

Third, establish and improve the social employment security system and improve relevant laws, regulations and policies.

Fourth, increase the support of entrepreneurial funds and promote the improvement of the self-employment system of college students.

2) Practical application suggestion

Today's college students are under huge employment pressure, and a considerable number of students can't find their ideal jobs after graduation. Colleges and universities bear a great responsibility for this. "Lack of knowledge reserve" and "lack of practical experience" make some college students unable to meet the requirements of competitive positions when they graduate. The discipline settings and talent training programs of some colleges and universities deviate from social needs, and cannot accurately reflect the current society's requirements for the skills of relevant talents in real time. Therefore, colleges and universities should focus on the rapidly developing social situation, focus on strengthening the reform and innovation of discipline setting and talent training programs, and establish a comprehensive talent training system that keeps pace with the times.

First, on the basis of Outcome-Based Education, we should formulate talent training goals based on the industry, establish a measurable curriculum system, and improve college students' professional cognition, employability, and learning attitude.

Second, carry out employment guidance, occupational psychological counselling, and career education to improve the professional cognition level of college students, establish a positive employment attitude and motivation, and improve the employability of college students.

Third, establish correct values, carry out employment and entrepreneurship practice activities, guide positive employment attitudes and motivations, and improve the employability of college students.

3) Suggestions for further research

The topic selection of this research has strong practical significance and specific theoretical significance. During the research process, the author deeply feels the richness and complexity of the variables involved in the research topic of employment intention, and also perceives that there is a need for in-depth exploration. A valuable issue. Therefore, here are some questions worthies of in-depth exploration, which are reserved for follow-up research when time is abundant and capabilities are improved:

First, employment intentions are already in dynamic changes, so long-term tracking and follow-up of this issue is required in order to discover trends and evolutions.

Second, the determination of the factors that constitute and influence the dimensions of employment intention requires not only the corresponding basis of the existing literature, but also the support of actual interviews and questionnaires for different regions. This is a rather diachronic and simultaneous issue of theoretical construction.

Third, clarifying the differences in the employment intentions of college graduates with different natural conditions can make the employment guidance work of colleges and the government transition and transform to the stage of precision. This requires the implementation of special research on the employment intentions of college graduates with different genders, different nationalities, different colleges, different educational concepts, different disciplines, different origins, different family backgrounds, and even different professional values and employability. It is also necessary to pay special attention to topics such as college students' self-employment intentions and flexible employment intentions.

Fourth, clarify the employment intentions of college graduates, how to provide employment guidance or employment assistance according to these intention characteristics, and even how to promote the reform of college education. Probing into this will lead to very operational

results. As far as the employment guidance work and teaching reform of colleges and universities are concerned, this is the research presentation they most desire.

Fifth, Outcome-Based Education is still in its infancy in China. It is mainly used in curriculum teaching reform, and its impact on the employment of college students is still in the theoretical stage. Although this research has done a tentative empirical study, there are many imperfections. In the future, "employment of college students" will be one of the main factors to test the effect of Outcome-Based Education in Chinese universities.

Bibliography

- Ajzen, I., & Driver, B. (1992, 3). **Application of the theory of planned behavior to leisure choice.** Journal of Leisure Research, pp. 207-224.
- Bentler, P., & Bonett, D. (1980). **Significance tests and goodness of fit in the analysis of covariance structures.** Psychological Bulletin, 88, pp. 588-606. doi:10.1037/0033-2909.88.3.588
- Cheng, K., & Xiao, M. (2012). **Investigation and Analysis of College students' cognition, Attitude, willingness and Behavior of green consumption-a case study of College students in Beijing.** Enterprise economic, pp. 160-163.
- Chung Yuan Christian University, T. C. (2009, 03 21). **Plan and implementation plan for school affairs evaluation of Zhongyuan University.** Retrieved from Chung Yuan Christian University, Taiwan, China: <http://www.docin.com>.
- Gao, J. (2012). **An empirical study of language learning among Ethnic Minority College Students in Southern Xinjiang.** Kashi: Kashi Normal University.
- Gong, J. (2016, 06). **Reasons and Strategies for Implementing OBE in Outcome Based Education.** Journal of the National Institute of Educational Administration, pp. 48-53.
- Guangdong Provincial Department of Education. (2019). **Annual Report on the Employment Quality of College Graduates in 2019.** Gungzhou: Guangdong Provincial Department of Education.
- Guangdong Provincial Department of Education. (2020). **Annual Report on the Employment Quality of College Graduates in 2020.** Guangzhou: Guangdong Provincial Department of Education.
- Hu, L., & Bentler, M. (1999). **Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives.** Struct Equ Modeling 6, pp. 1-55. doi: 10.1080/10705519909540118.

- Joreskog, K., & Sorbom, D. (1993). **LISREL 8: Structural Equation Modelling with the SIMPLIS Command Language**. Chicago: Scientific Software International Inc.
- Lei, L., Hou, Z., & Bai, X. (1997, 4). **Learning Motivation and Learning Strategies of Normal University Students of Different Grades**. Psychological Development and Education, pp. 18-22.
- Li, T., & Li, S. (2002, 1). **A study on the relationship between college students' cognitive style, interpersonal communication and creativity**. Psychological science, pp. 119-120.
- Li, W. (2008). **The effect of EC2000 implementation on engineering education reform in American colleges and universities**. Science and technology research (27), p. 4.
- Li, Z. (2014, 09 03). **This paper analyzes the results-oriented concept of engineering education certification**. Higher Education in China (17), pp. 7-10.
- Li, Z., Zhu, F., Liu, Z., & Xia, Y. (2014). **Guiding the reform of higher engineering education with the idea of results-oriented education**. Guiding the reform of higher engineering education with the idea of results-oriented education, pp. 29-34.
- McGrath, M., & Bogat, G. (1995, 8). **Motive, intention, and authority: relating developmental research to sexual abuse education for preschoolers**. Journal of applied developmental psychology, pp. 171-191.
- Mulaik, S., James, L., Van Alstine, J., Bennett, N., Lind, S., & C.D. Stilwell. (1989). **Evaluation of Goodness-of-Fit Indices for Structural Equation Models**. Psychological Bulletin, pp. 430-445.
- Pan, Z., Kang, Z., & Zhu, X. (2007, 12). **Analysis of Employment Expectation of Agricultural Graduates**. China's collective economy, p. 185.
- Rogers, G. (2000). **EC2000 and Measurement: How Much Precision Is Enough?**. Journal of Engineering Education, 88, p. 161.
- Spady, W. (1981, 2). **Outcome-Based Instructional Management: A Sociological Perspective**. Australian Journal of Education, pp. 123-143.
- Spady, W. (1994). **Choosing outcomes of significance**. Educational leadership, 51, pp. 18-22. doi: 10.1080/0360127940200208.
- Spady, W. (1998). **Paradigm Lost: Reclaiming America's Educational Future**. American Association of School Administrators.
- Tang, Y. (2011). **The Cognition and Attitude of post-90s College Students to Traditional Culture-a questionnaire survey and analysis of college students in 10 universities in Guangdong province**. Research on Ideological education, pp. 85-88.

- Wang, A., & Che, H. (2005, 1 1). **A Study on the Relationship between learning anxiety, learning attitude, engagement motivation and academic performance-an investigation of the learning experience in Psychostatistics.** Psychological development and education, pp. 55-59.
- Wang, H., Yang, X., & Hu, J. (2007). **College students psychological education and consultation.** Ha Erbing: Northeast Forestry University Press.
- Wei, Y. (2015). **An empirical study on employment intention of College graduates in Yunnan province.** Wuhan: Huazhong University of Science and Technology.
- Wu, Z., Hong, C., & Zhong, L. (2005, 10). **A study on residents' cognition and attitude towards ecotourism-A case study of Penghu Islands.** Tourism Journal, pp. 57-62.
- Xiao, L. (2019, 9). **Review on the reform and practice of teaching evaluation in colleges and universities under the concept of Outcome-based Education.** Journal of higher education, pp. 135-137.
- Xu, L., & Lin, M. (2005, 8). **Reformation of results-oriented education and its practical experience in the United States.** Education Policy Forum, pp. 55-74.
- Xue, F. (2016, 2). **A study on the Motivation Types of English Learners based on Cluster Analysis.** Contemporary Foreign Language Studies, pp. 44-51.
- Yang, X., & Wang, Y. (1998). **Tuning Process in European Union.** Evaluation bimonthly (7), p. 42.
- Yao, D., Yan, L., & Liu, G. (2011, 6). **The Relationship between Cognitive Style, Learning Motivation, Learning Strategy and Academic Achievement of Junior Middle School Students.** Psychological research, pp. 92-96.
- Zeng, X. (2004, 6). **The Changing Employment Environment and the Employment of Chinese College Students.** Economic research, pp. 87-95.
- Zhang, H., & Wang, E. (2007). **Research status and development trend of the relationship between attitude and behavior.** Advances in psychological Science (25(01)), pp. 163-168.
- Zhang, Y. (2021). **Study on College Students' Cognition and Attitude towards the Communication of Red Culture in Schools Taking Dalian University of Technology as the Research Object.** Dalian: Dalian University of Technology.
- Zhang, Y., & Yang, S. (1999, 4). **Research on Learning Motivation and Learning Strategies of Middle School Students.** Psychological development and education, pp. 35-39.
- Zhao, J. (2005). **Study on self-measured health status and influencing factors of soldiers in highland.** Beijing: First Military Medical University: Unpublished MA thesis.

- Zheng, J. (2002, 6). **A survey of employment intention of contemporary college students.**
Employment of College Students in China, pp. 22-25.
- Zheng, J. (2005, 7). **A survey of employment intention of contemporary college students.**
Employment of College Students in China, pp. 142-150.
- Zhong, F., & Ding, Y. (2004). **A Preliminary study on consumers' cognition and potential attitude towards GM food-a case study of Consumers in Nanjing.** China Rural Watch, pp. 22-27.