An Exploration Of The Migration Impact Of Career Exposure On The Employment Quality Of Graduates In Henan Province

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Abstract

With the expansion of the enrollment scale of Chinese universities and changes in the labor market, resolving the employment difficulties of college students and improving the employment quality of college graduates has become a focus of attention from all walks of life. This year, the number of students graduating in China's Henan province is anticipated to reach a record high. From May to August 2023, academic institutions will push more people to work for the government or state-owned businesses, pursue higher education, and find jobs in their communities or rural areas.As the scale of running a school grows, so do the number of teachers and students, their management, and the practice link's difficulties and challenges. College students build the nation's future. They must study professional courses in school and increase their career exposure to improve their job prospects. Therefore,the study is mainly to explore the impact of career exposure on the employment quality of college students graduating in Henan Province in the past three years. This study adopts a convergent mixed research method that combines quantitative and qualitative methods, data analysis was performed using PLS-SEM and NVIVO software,and ultimately confirms that career exposure has a positive and significant impact on the improvement of employment quality through the two mediating variables of career mindset and career performance.

Keywords:career exposure, employment quality, career mindset, career performance.

1. Introduction

As one of the most populous [1]provinces in China, Henan has a relatively high proportion of college graduates. In recent years, over 600,000 college graduates per year have sought employment in Henan. In comparison to other developed provinces, Henan Province has a low economic development and economic development level, and its economic structure still needs to be optimized. The nation is in a relatively disadvantageous position regarding national industrial layout and labor distribution. The current condition of higher education development has substantially impacted the quality and employability of college graduates in Henan. Based on the objectives outlined in the "Henan Provincial Education

Development Plan," it is projected that the aggregate enrollment of students across diverse higher education programs in Henan Province will attain a figure of 3.12 million by 2023. There is clear evidence indicating that the number of college graduates in Henan province will persistently grow at a modest pace, and there are no indications of an imminent decrease in the influx of newly graduated individuals from colleges and universities. The study found that in order to identify other variables that affect employment quality, this study uses career mindset and career performance as mediating variables to explore the impact of career exposure on employment quality.

2. LITERATURE REVIEW

2.1 Underpinning Theories: Human Capital Theory

The Wealth of Nations is a well-known book written by the Scottish philosopher Adam Smith, in which the concept of "human capital" was introduced. Smith believed investing in human capital and enhancing personal skills would influence labor income and personal development (Bao, 2022). Certainly, expert labor competencies and increased educational time and financial investment are complementary. By increasing education and training, it is possible to raise the level of human capital, thereby fostering economic expansion and boosting worker compensation (Xiao, 2019).

Schultz & Becker(1963) from the University of Chicago established the human capital theory. Human production capacity introduces a new field distinct from traditional physical capital research. Human capital is the cost of investing in people themselves. The theory posits that human capital is the underlying cause of economic development, and that "the quality of population and investment in knowledge significantly determine the future prospects of humans." Schultz believes that the difference in wages stems from the difference in human capital, particularly the difference in education level; because labor force education can improve the knowledge and skills of workers, thereby enhancing personal work ability, work productivity can be enhanced, and the corresponding work compensation will also increase. Investing in human capital, such as education and training, can be advantageous for promoting economic growth (Cheng et al., 2016).

In recent years, China's academic circles and industry have carried out much research on this, among which there is an analysis of the employment quality of college students through the human capital theory. Gradually, it will become the human capital of graduates, and its influence on future work will become increasingly significant. Some researchers have used empirical analysis to investigate how much human capital influences employment quality. The results indicate that practical capital and intellectual capital in human capital have a significant impact on the employment quality of graduates. As long as human capital is enhanced, it will unquestionably aid in enhancing the overall employability of recent graduates (Du, 2020).

2.2 Employment Quality

Employment is a primary social and economic concern of market economy nations and regions. Frederick Winslow Taylor, the "Father of Scientific Management," introduced the concept of "employment quality" from the perspective of enterprises or businesses at the

beginning of the 20th century (Peng, 2022). In the 1970s, the International Labor Organization (ILO) proposed a definition of "employment quality" that consists of four components: job equality, job output, job security, and job self-esteem (Lv et al., 2019).Eventually, the concepts of High-Quality Employment and the Employment Quality Index emerged. Beginning in 2003, Chinese researchers devoted increasing attention to employment quality. The extent to which laborers are combined with production means. Based on a summary of the employees' work and policies in the new period of the country, Liao (2005) defined the quality of employment as the level of employment, whether the major is appropriate, and whether he can develop his talents, and based on this, he defined evaluation indicators, such as initial salary, job satisfaction, and career development potential. Briefly, employment quality is determined in part by factors such as working conditions, benefits, opportunities, and prospects.

Ding et al. (2018) believe that the quality of employment is the degree to which laborers combine with the means of production and obtain rewards. The evaluation dimensions of this reward include both objective work income, work benefits, work environment, and career planning, as well as subjective ones. job satisfaction etc. Li (2021) based on theoretical research, combined with the difficulty of data collection and time constraints in the later qualitative research, selected two representative dimensions of salary and professional relevance from the commonly used measurement dimensions of employment quality. Wu (2016) proposed that the employment quality should be evaluated from two aspects: salary and employment rate. After sorting out the dimensions of the above literature, the researcher selected salary,job congruence,career developmentand, job satisfaction as the evaluation dimensions of employment quality.

2.3 Career Exposure

Career exposure refers to students' encounters with information about careers. The majority of students gain career experience through professional organizations. Students should be exposed to the variety of career options available. With more exposure to career-related information, one can make better career decisions (Ng et al., 2017). According to Liu & Hu (2018), career exposure is an experiential activity for individuals to learn about and comprehend occupations. After reviewing the literature on Chinese middle school students ' career exposure, Gao & Huang (2019) proposed that career exposure is the content and path of combining education with productive labor and social practice. They classified career exposure into two interpretive perspectives: epistemology and practice theory. Career exposure is regarded as knowing the profession and self through personal experience, which means "epistemology"; from the perspective of practice theory, it is regarded as a type of career exposure activity and practice process, demonstrating that career exposure has both "practical" characteristics. Career exposure is the employment guidance and personal planning provided to graduates in a real professional work situation, with work tasks serving as the carrier, via specific professional practice activities.

When the concepts of the two theories are combined, researchers discovered that

career exposure is accelerated. It requires Kolb's experiential theory education and various Bronfenbrenner-ecological system. Individual reflection: Kolb's Experiential Learning Theory acknowledges personality, learning style, and preference differences. Ecological Systems Theory also recognizes that environmental interactions affect development. Ecological educators can better support students' development by understanding their learning styles and basing their observations on them. (2) Ecological Systems Microsystem: Theory represents family, friends, and school. These are where people live and interact. Experiential Learning Theory's microsystem matches concrete experience. Both stress the importance of hands-on, local learning and development. (3) Exosystem and Abstract Conceptualization: In Ecological Systems Theory, the exosystem comprises the external environments that indirectly affect the individual, despite their lack of direct involvement in these settings. (4) Active Experimentation and the Macrosystem: Theory represents the larger cultural values, beliefs, and ideologies that influence the other systems. It consists of social norms and cultural contexts.

2.4 Career Mindset

According to Geng (2019), a career mindset is a relatively stable attitude of employees toward their profession in a particular working environment, which is a comprehensive reflection of teachers' career cognition, career emotion, and career behavior. When Luo(2020) studied the career mindset of young employees in state-owned enterprises and their ideological and political work guidance, he defined career mindset as the psychological attitude and feelings that should be displayed and expressed according to the occupation's needs. When Wang & Wang (2021) studied the impact of employees' career mindset on corporate innovation performance, they defined it as employees' subjective psychological emotions about their occupations during their careers.To sum up, a career mindset is a person's in-work emotions as they relate to the demands of their profession.

When Song (2014) investigated the career mindset of newly recruited college students, he used a questionnaire survey with three contents: career cognition, career choice, and career satisfaction. After studying the case studies of technical school teachers, Bian (2015) proposed that career mindset can be explored from three dimensions: job burnout, organizational commitment, and turnover intention. When studied the emotional intelligence and work effectiveness of primary and secondary school teachers, based on the mediating role of a positive career mindset, they used four related dimensions, emotional intelligence, job satisfaction, organizational commitment, and job performance, which are closely related to positive career mindset. When Chen (2022) studied the initial positioning and developmental differentiation of the career mindset of grassroots young cadres, he conducted research from three aspects: career choice, job burnout, and career development characteristics.   The researcher chose the cumulative frequency with the largest gap between findings from the table based on the literature reviews. There are three aspects to consider: organizational commitment, career cognition, and job burnout. They are the dimensions of a career mindset.
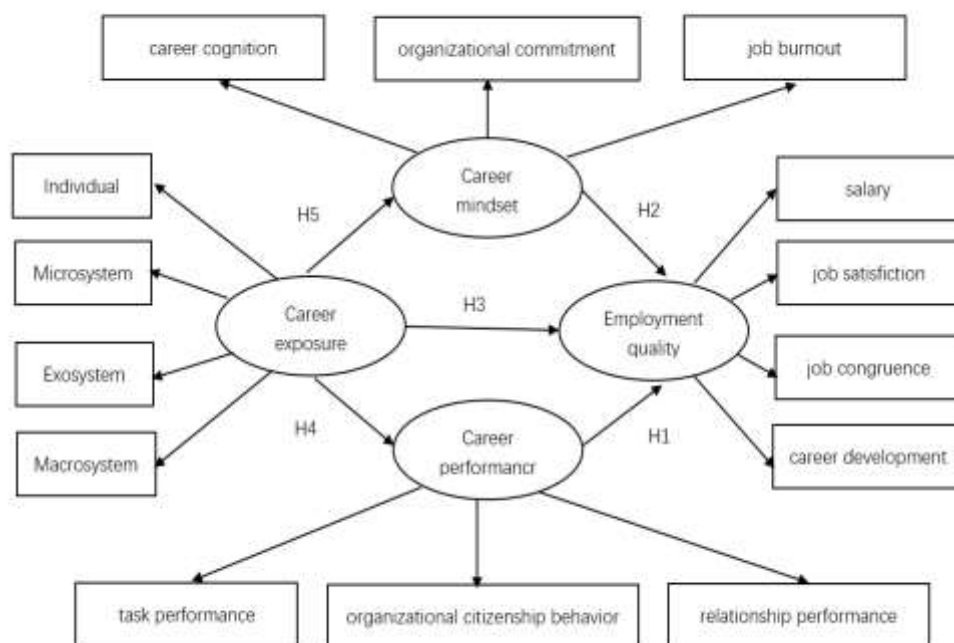
2.5 Career Performance

The academic community frequently refers to career performance as the industry's work

performance (Zhang, 2015). Although academic circles have differing perspectives on career performance, her research primarily adopts the more widely accepted definition by Chen & Aryee (2007), which defines career performance as a series of work-related attitudes and behaviors of employees toward their evaluation. The academic community frequently refers to career performance as the industry's work performance (Zhang, 2015). Although academic circles have differing perspectives on career performance, her research primarily adopts the more widely accepted definition by Chen & Aryee (2007), which defines career performance as a series of work-related attitudes and behaviors of employees toward their evaluation. When studying the influencing factors of the career performance of think tank experts, Zhang (2022) defined career performance as an external indicator of the career growth process, which is a process with the growth of professional ability as the core.In summary, the researcher considered career performance to be the overall evaluation of employees' job-related attitudes and behaviors.

Mathew et al. (2012) found that employees' career performance is mainly reflected in job satisfaction, work efficiency, and work quality. Ou et al. (2013) used two dimensions of organizational identity and work efficiency when studying organizational support, organizational identity, and managers' career performance. Lindebaum (2013) subdivided the recognized two dimensions of peripheral performance and task performance into three dimensions relational performance, work dedication, and task performance. Thomas et al. (2013) researched that the overall career performance of employees is reflected in four behaviors: core task performance, organizational citizenship behavior, innovative behavior, and counterproductive behavior. Loredana et al. (2014) divided employees' career performance into four dimensions, namely, task performance, relationship performance, extra-job behavior, and counterproductive behavior. Moreover, it is proposed that self-service technology can reduce the contact between front-line employees and customers, improve employee satisfaction and affect employees' thinking, and positively impact employee performance. The researcher chose the cumulative frequency with the largest gap between findings from the table based on the literature reviews. There are three aspects to consider: task performance, organizational citizenship behavior, relationship performance. They are the dimensions of a career performance.

2.6 Research Theoretical Framework

Figure 2-1 Research Theoretical Framework

2.6.1 Research Hypotheses

H1: The career performance as mediating variable has an impact on employment quality of graduates in Henan Province;

H2: The career mindset as mediating variable has an impact on employment quality of graduates in Henan Province;

H3: The career exposure has an impact on employment quality of graduates in Henan Province;

H4: The career exposure has an impact on career performance ;

H5: The career exposure has an impact on career mindset;

3. Research methodology

This study has three research objectives: (1) to examine the impact of graduates' career performance and career mindset on employment quality in Henan Province; (2) to test the theoretical framework of the model; and (3) to confirm the model using quantitative and qualitative data collected from key informants.

3.1 Research Design

From research papers, convergent mixed method helps researchers verify the conclusions and spot inconsistencies or holes in the research roughly in the same time. However, convergent design issues include shifting sample sizes, merging text and numeric databases, and rationalizing divergence while comparing results. Researchers must analyze sample size impacts before gathering quantitative or qualitative data for generalization or better understanding. Textual and numerical analysis may be challenging. Finally, conflicting results may make reconciliation harder. They may need qualitative or quantitative data (Creswell & Clark, 2018, p.68).

3.2 Quantitative Approach

In their study on statistical test power analysis of structural equation models, Zhai & Li (2022) claimed that structural equation models may better manage measurement errors and also support the design of complicated multivariate models. For each dimension, the sample size was at least 20 unit. The researcher might have 14*20=280 units based on this study. Fang (2023) affirmed in the empirical research on factors impacting the response rate of Internet-based questionnaire surveys that the response rate of online questionnaire surveys is normally 43.7%, so the researchers will rise by 60%. The sample contains 466 units. Through literature review, the researcher determined the dimension of each variable, and grasped its measurement indicators for each dimension, ensuring that each dimension had no less than 5 measurement items. The researcher then transforms the items into statements for the questionnaire. Meanwhile, according to the 5-point Likert scale, each question item is divided into strongly disagree, disagree, neutral, agree, and strongly agree. In this study, the researcher will use PLS-SEM for data analysis. PLS-SEM is a modeling technique developed based on the needs of econometric analysis. It is also based on a series of ordinary least squares regressions. The requirements are low, and a high level of statistical power can still be achieved in the case of a small sample size.

In addition, PLS-SEM is a distribution-free weighted regression analysis process, so there is no rigid normal distribution requirement for the data of obvious variables, that is, in the case of skewed data distribution, PLS-SEM can also obtain stable estimated solution (Qin ,2023).

3.3 Qualitative Approach

Dworkin (2012) proposed that in qualitative research, a minimum of 25 to 30 participants is required to achieve saturation. According to Creswell (2018), qualitative sample sizes of 20-30 are commonly used by researchers to ensure sufficient information. In the qualitative approach, they are referred to as informants. In the investigation, 30 informants will be selected by purposive sampling technique. Based on different genders, different types of units, and different working years, the researcher will randomly select six people in the five selected cities for group interviews, with a total sample size of 30 people. Researchers will use NVivo for data analysis.NVivo is a software that supports qualitative research methods and mixed research methods. As an important qualitative research analysis software, Nivio is suitable for processing non-quantitative information such as group discussions, interviews, surveys, videos, audios, and social media. Through nodes and coding, the refinement and extraction of documents in different formats is completed.
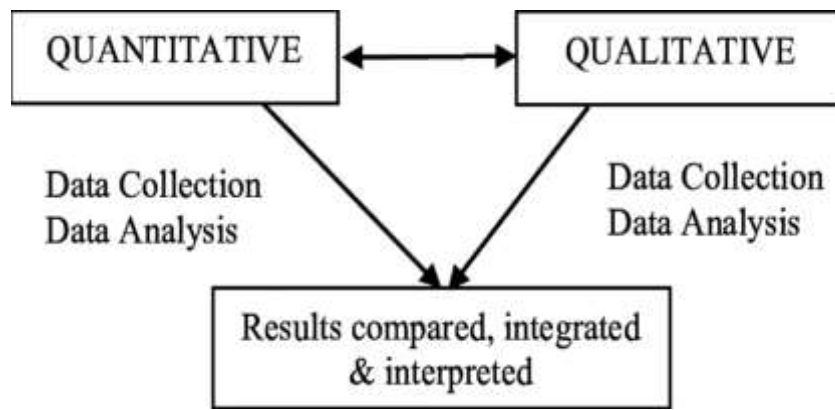
Figure3-1 Concurrent mixed-method design

4. Results and Findings

4.1 Quantitative Findings

4.1.1 Evaluation of the reflective measurement model

This part mainly evaluates the reflecting measuring model based on the Hair(2022).

Table4.1: CONSTRUCT RELIABILITY AND VALIDITY

First order construct	Cronbach's Alpha	rho_a	CR	AVE
salary	0.904	0.905	0.933	0.777
job satisfaction	0.972	0.972	0.976	0.834
career development	0.913	0.916	0.939	0.794
job congruence	0.881	0.882	0.927	0.809
Individual reflection	0.944	0.946	0.964	0.900
Microsystem	0.944	0.947	0.955	0.781
Exosystem	0.923	0.925	0.945	0.812
Macrosystem	0.943	0.944	0.963	0.897
job burnout	0.898	0.899	0.937	0.831
career cognition	0.938	0.940	0.951	0.764
organizational commitment	0.936	0.936	0.948	0.721
task performance	0.927	0.929	0.945	0.776
organizational citizenship	0.913	0.913	0.935	0.743

behavior				
Relationship performance	0.928	0.928	0.942	0.698

All Cronbach's Alpha scores are more than 0.88, suggesting strong internal consistency across all first-order constructions. Job Satisfaction has the greatest Alpha score (0.972), indicating that its items are reliable. Job Congruence has the lowest Alpha (0.881) but is still considered adequate. Overall, the findings support the dependability of the first-order variables in this study. all rho_a values are above 0.88, demonstrating good to excellent internal consistency for all first-order constructs.All factor loadings are more than 0.8, showing extremely significant convergence across all components. All CR scores above 0.9, indicating strong internal consistency. All AVE scores above 0.7 (except Relationship Performance at 0.698) indicate strong convergent validity.

Table4.2: Results of Convergent Validity of first-order variables

	CC	CD	EXS	IR	JB	JC	JS	MAS	MIS	OC	OCB	RP	SA	TP
CC	—													
CD	0.314	——												
EXS	0.314	0.347	——											
IR	0.214	0.315	0.533	——										
JB	0.717	0.345	0.325	0.235	——									
JC	0.267	0.656	0.278	0.271	0.287	——								
JS	0.244	0.711	0.377	0.297	0.289	0.736	——							
MAS	0.242	0.380	0.664	0.587	0.242	0.324	0.385	——						
MIS	0.330	0.345	0.571	0.593	0.344	0.283	0.341	0.567	——					
OC	0.708	0.374	0.385	0.230	0.612	0.275	0.278	0.281	0.349	——				
OCB	0.154	0.314	0.275	0.252	0.149	0.282	0.347	0.298	0.275	0.193	——			
RP	0.229	0.360	0.349	0.362	0.269	0.347	0.406	0.378	0.413	0.224	0.747	——		
SA	0.296	0.742	0.361	0.315	0.317	0.658	0.723	0.385	0.363	0.356	0.307	0.390	——	
TP	0.147	0.308	0.308	0.209	0.143	0.208	0.318	0.303	0.242	0.155	0.707	0.663	0.281	—

Most of the correlations in the table are below 0.7, suggesting adequate discriminant validity for most of the constructs. In general, the findings shown in Table 4.2 support the concept of discriminant validity for the majority of the primary variables. Based on the results mentioned above, it is evident that the measurement model in this research satisfy.

It can be seen from the above research that the reliability and validity of the measurement model in this study has met the conditions. The results of the measurement model are shown in the figure below:
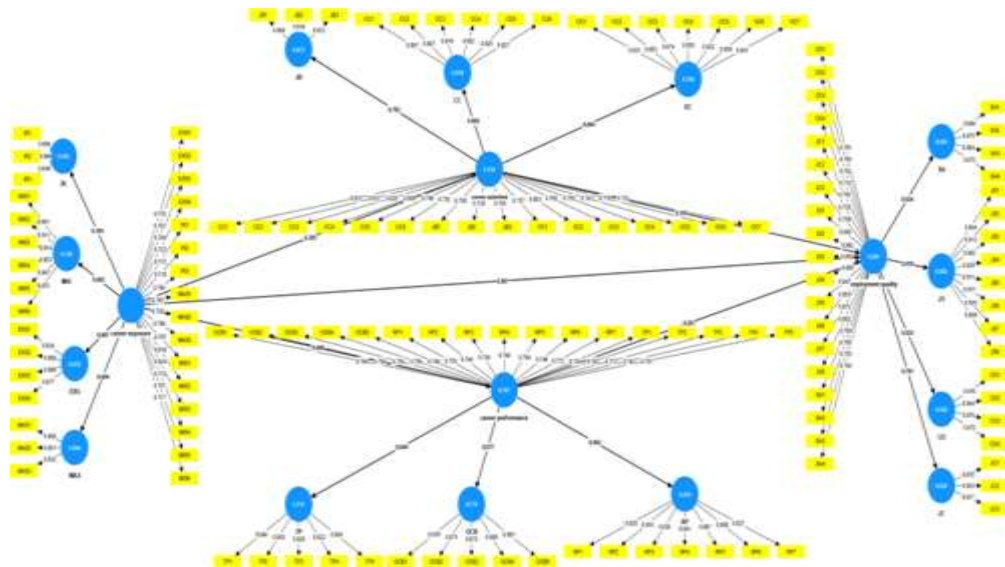

Figure 4-1 results of the measurement model in SmartPLS4.9

4.1.2 Evaluation of the structural model

This section evaluates the structural model. It involves evaluating collinearity, R^2 values, f^2 effect sizes, Q^2 values, goodness of fit models, and structural model path coefficients (hypothesis testing).

The evaluation of collinearity of structural model is the first step in analyzing structural model. Collinearity is the degree of high correlation between two model indicators (F. Hair Jr et al., 2014). As can be seen from Table 4.3, the collinearity test results show that all variables meet the threshold level, that is, the tolerance level is greater than 0.20, and the VIF value is less than 5, thus confirming that there is no serious multicollinearity in the model. The VIF value is between 1.183-1.336 and the tolerance level is between 0.748 and 0.846.

Table4.3   Construct Collinearity

Var.	employment quality	
	VIF	Tolerance
career exposure	1.336	0.748
career mindset	1.183	0.846
career performance	1.202	0.832

The correlation between model variables is tested by analyzing the path coefficient of the structural model. As can be seen from Table 4.3, career mindset is significantly positively correlated with career exposure, and the correlation coefficient is 0.384. employment quality was significantly positively correlated with career exposure and career mindset, and the correlation coefficients were 0.447 and 0.376, respectively. career performance and career exposure, career mindset and employment quality were significantly positively correlated, and the correlation coefficients were 0.402, 0.229, 0.397, respectively.

Table4.4 The significance and relevance of the structural model relationships

Var.	career exposure	career mindset	employment quality	career performance
career exposure	1			
career mindset	.384**	1		
employment quality	.447**	.376**	1	
career performance	.402**	.229**	.397**	1
** Correlation is significant at the 0.01 level (2-tailed).				

In general, the Coefficient of Determination is between 0 and 1, and the closer the R^2 Value is to 1, the more explanatory the model is. The R^2 values of the variables in this study are shown in Figure 4.2: The R^2 Value of career mindset is 0.156, indicating that 15.6% of career mindset is explained by career exposure. The R^2 Value of career performance is 0.167, indicating that 16.7% of career performance is explained by career exposure. The R^2 Value of employment quality is 0.295, indicating that 29.5% of employment quality is explained by career exposure, career mindset and career performance.
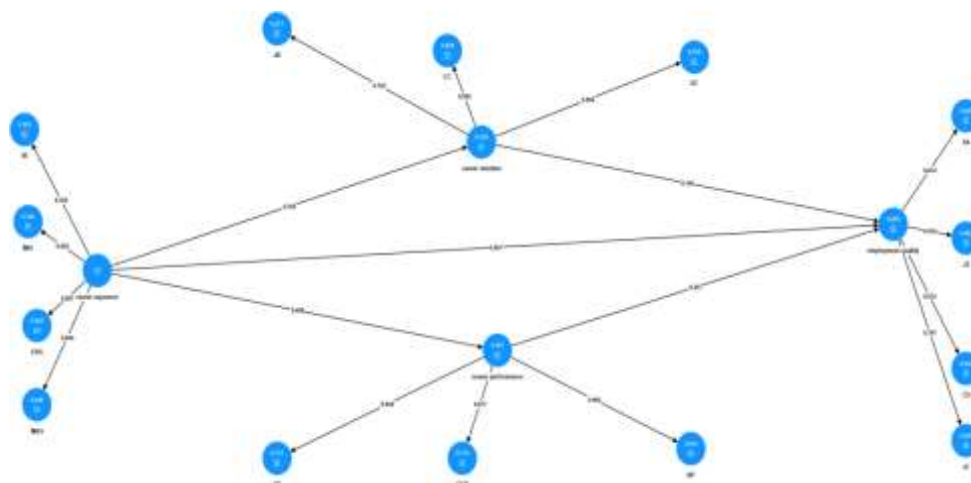

Figure 4-2 R squared value in SmartPLS4.9

The f^2 test is a supplementary test for the value of R^2. This effect size is used to determine the effect of R^2 when an exogenous variable is removed from the model and to predict whether the removed variable has a large effect on the endogenous factor. As mentioned

earlier, an f² value of 0.02 and below indicates small size, an f² value of 0.15 and above indicates medium size, A value of f² 0.35 and above indicates large size (Hair et al., 2014, quoted from Cohen, 1988).

Q² Value is used to predict the predictive correlation or value of a model. The results indicate that Q² the point at which endogenous factors and their individual factors can be predicted. In addition, Q² the value should be above zero to display the correlation level.

Table 4.5 Predictive Relevance

	SSO	（SSE）	Q² (=1-SSE/SSO)
salary	1864.000	868.725	0.534
career cognition	2796.000	1058.456	0.621
career development	1864.000	847.935	0.545
Exosystem	1864.000	887.566	0.524
Individual reflection	1398.000	662.583	0.526
job burnout	1398.000	691.475	0.505
job congruence	1398.000	697.242	0.501
job satisfaction	3728.000	1004.077	0.731
Macrosystem	1398.000	596.864	0.573
Microsystem	2796.000	1185.080	0.576
organizational commitment	3262.000	1396.075	0.572
organizational citizenship behavior	2330.000	1010.908	0.566
Relationship performance	3262.000	1423.460	0.564
task performance	2330.000	1053.978	0.548
career mindset	7456.000	6788.701	0.089
career performance	7922.000	7186.268	0.093
employment quality	8854.000	7263.550	0.180

Job Satisfaction has the highest Q² (0.731), suggesting strong predictive relevance. Career Cognition, Career Development, Macrosystem, and Microsystem also have relatively high Q² values (>0.55), indicating good predictive ability. Salary, Exosystem, Individual Reflection, Job Burnout, Job Congruence, Organizational Commitment, OCB, Relationship Performance, and Task Performance have moderate Q² values (around 0.50-0.57),

suggesting moderate predictive relevance. Career Mindset, Career Performance, Employment Quality have relatively low Q^2 values (<0.19), indicating weaker predictive ability in this model.

The test of direct effects is shown in Table 4.6 below: career performance has a significant positive impact on employment quality ($\beta=0.257$, $t=5.459>1.960$, $p=0.000<0.05$), H1 is verified. career mindset has a significant positive impact on employment quality ($\beta=0.195$, $t=3.749>1.960$, $p=0.000<0.05$). H2 is verified. career exposure had a significant positive effect on employment quality ($\beta=0.267$, $t=5.630>1.960$, $p=0.000<0.05$), and H3 was verified. career exposure significantly positively affected career performance ($\beta=0.408$, $t=9.969>1.960$, $p=0.000<0.05$), and H4 was verified. career exposure had a significant positive effect on career mindset ($\beta=0.395$, $t=10.257>1.960$, $p=0.000<0.05$), and H5 was verified.

Table4.6　Hypothesis testing

hypothesis	path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
H1	career performance -> employment quality	0.257	0.256	0.047	5.459	0.000
H2	career mindset -> employment quality	0.195	0.195	0.052	3.749	0.000
H3	career exposure -> employment quality	0.267	0.267	0.047	5.630	0.000
H4	career exposure -> career performance	0.408	0.409	0.041	9.969	0.000
H5	career exposure -> career mindset	0.395	0.395	0.038	10.257	0.000

While career exposure directly impacts employment quality, it also indirectly influences it through its effect on career mindset. Path Coefficient is 0.182 ($t=7.313>1.960$, $p=0.000<0.05$)., which indicates a moderate positive indirect effect. Career exposure not only directly enhances employment quality, but it also indirectly benefits it by fostering a more positive career mindset. This suggests that interventions promoting career exposure can have broader positive implications for career outcomes by shaping individuals' career perspectives and attitudes.

Table4.7　Total indirect effects

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
career exposure -> employment quality	0.182	0.182	0.025	7.313	0.000

The specific indirect effects of employee quality generated by the care exposure through the care mindset were 0.077 (t=3.426>1.960, p=0.001<0.05); The specific indirect effects of employee quality generated by care exposure through care performance are 0.105 (t=4.715>1.960, p=0.001<0.05). Overall, Table 4.16 reveals two additional indirect effects of career exposure on employment quality, highlighting the multifaceted nature of their relationship.

Table4.8　Total indirect effects

path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
career exposure -> career mindset -> employment quality	0.077	0.077	0.022	3.426	0.001
career exposure -> career performance -> employment quality	0.105	0.105	0.022	4.715	0.000

For the test of the total effect, the following table 4.9 shows that the total effect size of career exposure on employment quality is 0.449 (t=12.339>1.960,p=0.000<0.05).

Table4.9 Total effects

path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
career exposure -> employment quality	0.449	0.449	0.036	12.339	0.000

Standardized root mean square residual (SRMR) is used to estimate the average size of the difference between observed and expected correlation matrices. The SRMR in this paper is 0.076, indicating that the model has a good fit.

Table4.10　Total effects

	Saturated model	Estimated model
SRMR	0.070	0.076

4.2 Qualitative Findings

This study uses grounded theory to conduct qualitative analysis of the data through three steps: open coding, axial coding and selective coding, and ensures the validity of the research through theoretical saturation testing.

4.2.1　Open coding

Open coding refers to the process of decomposing, comparing, conceptualizing and categorizing the collected data at the beginning of the research. It is an operation that breaks up a large amount of data according to certain principles, assigns concepts, and then recombines it in a new way. ization process. This article used open coding to obtain 56 initial categories, with a total of 171 nodes. Among them, the top ten most frequent

categories are career experience to promote career understanding, parental influence, unreasonable salary, welfare benefits, providing training and development opportunities, maintaining motivation, Improve work efficiency, work environment and atmosphere, low professional relevance, negative emotions.

4.2.2   Axial coding

Line-by-line, sentence-by-sentence open coding of the text was conducted, a process through which concepts and their characteristics and dimensions were identified and developed. During the open coding process of this study, a total of 171 original sentences and concepts were generated, and finally 56 categories were obtained. Concepts with frequencies less than 2 times were removed. On this basis, 15 main categories were obtained using axial coding.

4.2.3   selective coding

Selective coding continues axial coding at a higher level of abstraction. The purpose of this step is to find the core category around which other proposed categories can be merged and integrated to form a complete "Storyline". This article uses selective coding to obtain four core main categories, namely career mindset, career exposure, career performance, and employment quality.

Based on the coding results of the qualitative study, all hypotheses were supported.

5.   Conclusion and Discussions

Based on extended research on employment quality and human capital theory, this study explores the impact of career exposure on employment quality based on career mindset and career performance as mediating variables. The results of quantitative and qualitative research show that the CCCE model is supported and all hypotheses are accepted. Graduates' career exposure influences the association between career mindset, career performance and employment quality. At the same time, the level of career mindset and career performance will significantly affect the quality of individual employment. Qualitative research results found that there is an interaction between career exposure, career mindset, career performance and employment quality, and all hypotheses are supported.

From the perspective of managers, during the actual career experience process, managers can cultivate the career mentality of graduates by providing a good working environment, a complete career development planning path, etc. The good work performance of graduates must be fully affirmed and recognized. Through these measures, we can help graduates establish a positive professional attitude and thereby improve the quality of employment. the survey results can be used to help companies customize career development plans to improve the quality of employees' career exposure and implement targeted training and development initiatives based on areas that have been identified as having a significant impact on employment quality. In addition, Findings about the impact of specific career exposure on employment quality can inform recruitment strategies. In

summary, a comprehensive study of the impact of career exposure on employment quality can bridge the gap between academic research and practical applications in the workforce. The insights gained have the potential to inform strategic decisions within the organization, positively impacting employees' careers and overall job satisfaction.

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