

Research on the Influence of Family Background on the Employment of Tianjin's University Graduates

Taking Tianjin Polytechnic University as an example

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Abstract: Based on the survey of graduates of Tianjin Polytechnic University, this paper takes the father's occupational status and education level as indicators to analyze the family background influence on the graduation destination and employment income of the university graduates, and finally it finds that there are significant differences in employment between graduates from different family backgrounds in our university.

Keywords: Family background; University graduates; Employment

1. Introduction

University graduates are an internationally valuable human resource and an important new force in modernization. China attaches great importance to the employment of college graduates. In particular, in recent years, it has proposed to place the employment of university graduates at the top of employment issues. The Ministry of Human Resources and Social Security has earnestly implemented the spirit of the central government and actively cooperated with relevant departments to introduce a series of promotion. The policy measures for the employment ensure that the generally stable employment situation of university graduates.

Due to different family backgrounds, college students have significantly different educational gains. The distribution of educational opportunities among children of different classes in China is unequal, and the degree of inequality has further expanded after the 1980s, and then it will be further expansion in the future. The author has been engaged in student education for more than ten years, so the content and results of this research mainly come from the author's usual work experience and accumulation.

2. The Overview of College Graduates' Family Background

"Family background" is a vague and connotative concept. Not only the parent's occupation, social status, economic income, education level, family size and structure, family location, ethnicity, nation are part of the family background, but also household registration and family origin an important basis for judging the family background in some special historical periods. Because China has a his-

torical tradition of attaching great importance to social relations and family consciousness, the social and economic conditions of grandparents and even other relatives and friends can be regarded as part of the "family background". The Institute of Sociology of the Chinese Academy of Social Sciences published the "Research Report on Contemporary Chinese Social Classes", which divides contemporary Chinese social classes into ten classes in order of high to low: state and social governors, managers, and private entrepreneurs, professional skill worker, civil servant, self-employed, shop attendant, industrial workers, farmers and rural unemployed people. According to the report, this classification comprehensively considers the occupation status of organizational resources, economic resources and cultural resources by different groups, and has strong credibility based on occupational classification. Therefore, this study refers to this classification, taking the occupation of graduate parents as the main indicator reflecting their family background. At the same time, because the level of education can reflect or influence the human capital, cultural capital and economic income of the individual to a large extent, this study also takes the education status of the graduate parents as another reference to reflect their family background index.

According to the survey of Tianjin Polytechnic University graduates in 2017, the professions of parents have the highest proportion of "farmers" and "industrial workers", while "administrators" (in this survey refers to departmental cadre or section-level cadres above the county level). The proportion of "professional technicians", "managers" and "private business owners" is not high. According to the 2017 survey, firstly, the parents of the respondents are mainly concentrated in the age of 45 to

55. The social class structure of this age group is not necessarily consistent with the national social class. The reason for this difference is that on the one hand, because they are disadvantaged in the personnel system reform in enterprises and institutions and in the market competition, thus the proportion of retirement (including early retirement), unemployed, and semi-unemployed is higher; On the other hand, due to their rich experience and the prime years, they are naturally more likely to be the heads of government management and managers of enterprises and institutions (especially those who have received higher education after the "Cultural Revolution"). Second, in the data analysis, there are some differences between the research and the Institute of Sociology of the Academy of Social Sciences. For example, this study classifies retirees and unemployed and semi-unemployed people into one category, resulting in a high proportion. Therefore, to accurately calculate the proportion of higher education opportunities for children in different social classes in China, more data support is needed.

Relatively speaking, the index of parental education is less ambiguous and the results are clearer. According to the survey, the fathers and mothers who received higher education accounted for 30.25% and 16.78% respectively. If the years of education for graduate, undergraduate, specialist, high school, junior high school, primary school, illiterate and semi-literate education are counted as 19, 16, 14, 12, 9, 6, and 1 year respectively, then the average years of education of fathers and mothers are respectively 11.54 years and 9.72 years. According to the sixth national census data, the average age of education in China's population is only 9.28 years.

It can be seen that the education level of parents of college graduates is much higher than the national average. In addition, from the sources of surveyed the graduates, 34.5%, 28.6%, and 9.6% of the cities, counties, and towns, respectively. Graduates from towns accounted for 72.7%, far higher than the proportion of urban population in the country. All the above results show that, on the whole, the family background of college student groups is significantly better than the national level.

3. The Impact of Family Background on Graduate Employment

In order to reflect the employment status of graduates, nine options are listed in this survey, namely: A. signed contracts; B. confirmed work units, waiting for signing; C. preparing for freelance or self-employed; D. Waiting for the final reply of the work unit; E. Not finding the work unit; F. Not intending to go to work unit; G. Preparing for further study or going abroad; H. Applying for non-employment; I. other. The proportion of item G is called the "enrollment rate", and five items A, B, C, G, and H are considered to have been employed at the time

of graduation. The proportion is called the "implementation rate".

When the father's occupation is different, the implementation rate and the rate of enrollment of graduates are very different. When the graduate father's occupation is administrative staff, various managers, professional and technical personnel, these two ratios are above average. The ratio of father's occupation to farmers, individual industrial and commercial personnel, business service personnel, and retired, unemployed, and semi-unemployed people is below average. The implementation rate of children of administrative staff is about 14% higher than that of farmers, and the rate of school attendance of administrative staff is 10% higher than that of farmers. When the father's work is different, the starting salary of the graduates also has a large gap. When the father's social class is higher, the average starting salary of the graduates is higher. The average monthly income of a student whose father is a farmer is less than the average monthly income of a student whose father is an administrative staff is 500 yuan, which is 400 yuan less than the average monthly income of a student whose father is a manager.

Further analysis found that in the case of controlling academic qualifications (undergraduate), college entrance examination scores, and gender, ethnicity, employment areas, the father's years of education has a positive impact on the starting salary of graduates, which means that the other conditions are the same. In the case of a one-year increase in the number of years of education for the father, the starting salary of the child will also increase. The above results show that the family background has a significant impact on the employment of graduates, and the employment status of children of different social classes after higher education is not equal.

4. Conclusion

In short, the employment results of graduates from different family backgrounds are different. The better the family background, the higher the implementation rate, the rate of enrollment and the starting salary at graduation, indicating that the results of higher education for children from different social classes are not equal.

Among the resources owned by the family, economic resources are the foundation. In the basic education stage, the higher the family income, the more education investment can be provided to the children, the better the basic education the children receive, and the more likely they are to get good college entrance examination results; after entering the higher education, the family economic conditions the better, the more funds a child can get from the family for learning, socializing, and job hunting, the better the conditions for study and job search, and the lower the need to work under economic pressure. In this survey, it was found that the degree of education of the

father is positively related to the amount of subsidy the student receives from the family and relatives, the cost of food for the student, and the total cost of the job. Family economic conditions can not only affect the possibility of children attending private colleges, but also affect the possibility of children choosing to repeat a year of school when they are not in the college entrance examination or when their grades are not satisfactory. They may even affect their children's chances of receiving high school education. Unable to bear the high tuition fees, they quit the college entrance examination competition when they graduated from junior high school. Even when college graduates, the ability of families to provide the necessary financial support is an important factor influencing the choice of many graduates to continue their studies to achieve higher education.

Cultural resources are mainly reflected in the educational level of parents. The higher the level of education of parents, the stronger their ability to educate their children about family education, participate in school activities, and motivate their children to learn. The ability of parents receiving and picking information about school education activities and employment opportunities and indirectly influencing their children's education and employment will be stronger. French sociologist Burdillo believes that higher education is actually spreading a middle-class culture. If parents are highly educated, their subtle influence will encourage their children to accept this culture and succeed in the existing education system. Organizational resources refer to the acquisition of human, material and information in social organizations, while at the same time having the power to control. Social resources are the quantity and quality of social relationships and networks. The higher the social status of

parents, the greater the power they have and the more social relationships they have. The stronger their ability to use these relationships to serve their children in education and employment, the better schools and classes can be chosen for their children in the basic education stage. Parents can help their children to choose better schools and majors when they enroll in college entrance examinations. They can get more and better employment information for children more quickly and accurately, and even solve their children's work problems directly through relationships and powers.

It can be seen that as long as there is a difference in social class and socioeconomic status, it is difficult to achieve full equality in educational opportunities and educational outcomes. This is no exception in our country. This is a reality that must be acknowledged. However, education is often regarded as an important tool to balance the distribution of social interests and promote the flow between different social classes. Accurately understanding the distribution of higher education opportunities in China is an important basis for formulating reasonable intervention policies to promote educational equity.

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