

Effect Analysis of Employment Information Attention on the Intention to Pursue Further Education under the Theory of Planned Behavior

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Abstract. The actual situation of postgraduate entrance examinations and employment trends raises the question of whether there is a correlation between these two social situations. The research is based on the framework of planned behavior theory. A theoretical model is constructed by incorporating the independent variable of attention to employment information. Online questionnaire surveys are conducted to collect samples from unlimited areas and populations. Path analysis is performed on the basis of ensuring data reliability and relevance. The study verifies the impact of attention to employment information, behavioral attitudes, subjective norms, and perceived behavioral control on the intention to pursue further education. Research results show that attention to employment information has a significant positive impact on the three mediating variables, firstly. Secondly, both independent and mediating variables have a significant positive impact on the dependent variable of intention to pursue further education. Thirdly, perceived behavioral control has the greatest impact on the mediating effects. There are some limitations in questionnaire design and survey population, which need to be optimized in the future.

Keywords: Theory of planned behavior, employment information, intention to pursue further education, mediation analysis

1. Introduction

The topic of China's postgraduate entrance examination has received close attention in the past three years. From the actual enrollment situation, it can be seen that the personal situation of students who intend to take the postgraduate entrance examination and the enrollment situation of various universities have not changed much. However, the number of people who took the postgraduate entrance examination was continually declining. The data provided by China Education Online are 4.74 million in 2023, 4.38 million in 2024, and 3.88 million in 2025, decreasing at a rate of several hundred thousand people per year [1]. In addition to the significance and value of further education itself, there are other external factors that cannot be ignored that affect students' willingness to pursue further education.

The 2022 epidemic severely suppressed the economy. Now people are in a period of economic recovery after the end of the epidemic in 2022. The market also intends to introduce talent in order to enhance economic vitality. However, the shortage of job positions with decent salaries is a very obvious issue in reality. A lower supply and greater demand for higher education increase the need for students to pursue higher education. When pursuing higher education becomes the norm, its authority in the workplace will weaken. This makes the current attitude of students who worry about whether to choose further education feel very contradictory. For one thing, higher education may not necessarily lead to suitable jobs. For another thing, having the power to actively choose a job requires a high level of education. In this situation, more and more students are choosing to take the civil service examination. They put employment stability first.

Previous studies mostly focused on the relationship between employment information and social background. They are also concerned about factors influencing the willingness to pursue further education. However, there are still some limitations. For example, with updates to employment information, students' understanding of employment prospects is also constantly evolving. Therefore, research that is timely still needs to be supplemented. Additionally, most studies only explore the causes and consequences of things in a single field, which lacks broad perspectives. Based on the above considerations, this study takes the theory of planned behavior (TPB) as the core framework for research. It tests the correlation between attention to current employment information and willingness to pursue further education. This study proves the positive and negative correlation between attention to employment information and students' future choices for further education.

2. Literature review

2.1. Attention to employment information

In previous research, when scholars face employment-related information, they mainly explore how employment information affects people and the ways in which people receive or produce the information. Firstly, it can be seen from the content of employment information that previous research has explored this issue from two perspectives, which are called labor return and the difficulty of obtaining employment. The former distinguishes the time of obtaining returns and the forms of return. In 2022, scholar Wang used employment anxiety as a mediator [2]. By investigating students' employment intentions, it was found that students who have a long-term employment income orientation will positively promote their intention to choose slow employment. However, students who have a short-term employment income orientation are the opposite. Berkes and others researched how pecuniary and non-pecuniary labor market returns information impacted students' willingness to pursue further education in 2022 [3]. This study selected populations that had different ages and genders. Based on their diverse cognition of labor rewards, scholars provided students with objective information on labor returns. It showed that this information can partly reduce students' willingness and even change their decisions regarding further education.

For the latter, employment difficulty, scholars' research perspectives mainly focus on its effect on personal emotions and its degree of association with the social situation. In 2024, Jin's research showed that upward social comparison strengthens students' psychological anxiety by stimulating them to pursue higher goals [4]. During the process, self-esteem will further strengthen employment anxiety, thereby weakening employment motivation. In 2022, Zheng and others confirmed a strong connection between social conditions and employment [5]. The outbreak of COVID-19 severely suppressed the economic development of many industries, which caused the employment situation

to be pessimistic. The employment confidence of students who are majoring in science and engineering was seriously affected by the negative impact.

Previous research classified the ways of knowing social media information, which includes employment information, into active and passive categories. Gerson constructed a three-factor model based on emphasizing people's own use of social media [6]. She focused on the effect of interactive factors in this context. Conducting preliminary classification by investigating whether users actively produced posts or passively received information. Later, added an interactive factor in a two-factor model, which led to a further distinction of active behavior. In 2026, Mona Solvoll created another study [7]. Essentially, it is still a classification based on active and passive behavior. However, Solvoll focused more on the source and usage frequency of information, which was directly related to the user's attitude toward the information.

2.2. Influence factors of intention to pursue further education

In existing research, the influencing factors of willingness to pursue further education are mainly reflected in two aspects. One is a personal objective situation, and another is a personal subjective motivation. Objective factors can be divided into three dimensions: family background, employment prospects, and social situation. Firstly, the social situation still refers to the COVID-19 period, as mentioned in the study earlier. The research Thomas published in 2024 was based on the social situation during the COVID-19 period [8]. It used worry about the epidemic as one of the independent variables and combined the Reasoned Action Model (RAM) theory to predict enrollment intention. Secondly, Family background factors are always linked with family income. Family income is directly related to the money that has been invested in learning and can be used to continue learning. In 2024, Zhou's research emphasized the importance of family income [9]. In the study, the scholar started the research from multiple perspectives, such as gender, age, and place of origin, and used family income as the moderating variable. The conclusion indicated that for low-income families, household income makes a greater impact on other factors. Thirdly, employment prospects can be seen as a phenomenon that extends from the social context. Witteveen's research distinguished influences between recession shock and youth unemployment rate [10]. Using discouraged workers and encouraged workers, these two hypotheses discuss the reasons for students dropping out or returning to school.

At the same time, employment prospects build a strong connection with subjective views on professions. Personal subjective motivation is affected by two dimensions: career cognition and educational background. Career cognition is not only influenced by personal expectations for career development, but also, to some extent, by employment prospects. In 2022, Henderson and others used SCCT theory to analyze the post-graduation plans of students who are majoring in engineering [11]. A survey was conducted among freshmen and sophomores. Data showed that students who were in their sophomore year were prepared to construct their career plans. Simultaneously, the students who thought the engineering major was difficult neither chose to pursue a related career nor continue postgraduate studies. The research Lin published in 2022 discussed the role of educational background [12]. The research pointed out that personal background plays a decisive role in the choice of further education, and parents' educational background was one of the reference factors. In the research, students' own university experiences as a mediating variable had a significant positive effect on the willingness to pursue graduate studies. It should be noted that Berkas's study, which was mentioned earlier, reflected both subjective and objective perspectives [3]. It used the source of the employment information indirectly to show the students' understanding of future employment and current employment prospects, and directly showed how these factors impacted willingness.

2.3. Theory of planned behavior

TPB is a mature predictive theory in the field of psychology that has been confirmed by multiple empirical studies. TPB was first proposed by Ajzen in 1985 and officially published in 1991 [13]. This theory uses three factors to explain the impact that individuals experience during the process of changing behavioral patterns. TPB is an extension of the theory of rational behavior. Intention is caused by two factors in the logical framework of rational behavior theory. One is the attitude toward the behavior. Another is Subjective norms. On this basis, Ajzen added perceived behavioral control to form the TPB.

TPB is used to predict the behavior that people will exhibit. At present, research on the TPB involves a wide range of fields, such as education, anthropology, management, and marketing. All of these have conducted case studies with empirical evidence. This study examines the direction of willingness to pursue further education related to education. From the perspective of the independent variable, employment information is included in future-oriented information, which means career goals or choices after graduation. Research often elaborates on employment, entrepreneurship, and further education in these three fields. In the previous text, Zhou's research added the fourth factor to the TPB [9]. An expanded version of the TPB was used to verify the influencing factors of willingness to pursue a higher degree. Dillahun's research used transnational job seekers to provide employment information and skills to users to increase their intention of seeking employment [14]. The TPB was used as a mediating variable to deduce the result.

2.4. Theoretical framework and research hypothesis

Based on the definition of Planned Behavior Theory, written by Ajzen. The willingness to pursue further education is influenced by three factors: behavioral attitude, subjective norms, and perceived behavioral control [13]. Zhou's previous research placed behavioral attitude factors into investment simulations [9]. This points out that the more positive the attitude, the stronger the intention. Subjective norms specifically showed that parents' and peers' expectations and trust that students receive will enhance their intention to take the postgraduate entrance examination. Regarding perceived behavioral control, the more students understand their own level of ability, the stronger their willingness. Therefore, the following hypotheses are formulated: H1: Attitude toward the behavior has a positive effect on willingness to pursue further education. H2: Subjective norms have a positive effect on willingness to pursue further education. H3: Perceived behavioral control has a positive effect on willingness to pursue further education.

Concerning information with different frequencies and looking for different content, which may affect the recipient's understanding and definition of a certain field of information. Berkes' research found that providing objective employment return information to undergraduate students [3]. First, it influences their belief in returns. This further influences their belief in further education and actual enrollment behavior. However, the premise for reaching a conclusion is based on students' own understanding of the information. When their cognition updates, they may provide a different answer. Therefore, specific analysis is needed based on the specific situation. Hence, the following hypotheses are formulated: H4: Attention to employment information has an effect on willingness to pursue further education.

The increased exposure to information drives closer attention and expands the scope of influence. Korsakien's study used media exposure as an independent variable and obtained significant positive predictive results [15]. Dillahun's research suggests that the employment information and skills provided by job search tools can enhance an individual's intention to seek employment [14]. At the

same time, it promotes enthusiasm for searching for employment and enlarges the expectations of job seekers' families for their employment. Hence, the following hypotheses are proposed: H5: Attention to employment information has a positive effect on attitude toward the behavior. H6: Attention to employment information has a positive effect on subjective norms. H7: Attention to employment information has a positive effect on perceived behavioral control.

The research is based on the framework of the TPB, with Attitude toward the behavior, Subjective norms, and perceived behavioral control as the mediating variables. On the basis of the TPB, employment information attention is added as the independent variable, and the dependent variable, behavioral intention, is specifically the intention to pursue further education. The theoretical model constructed is shown in Figure 1.

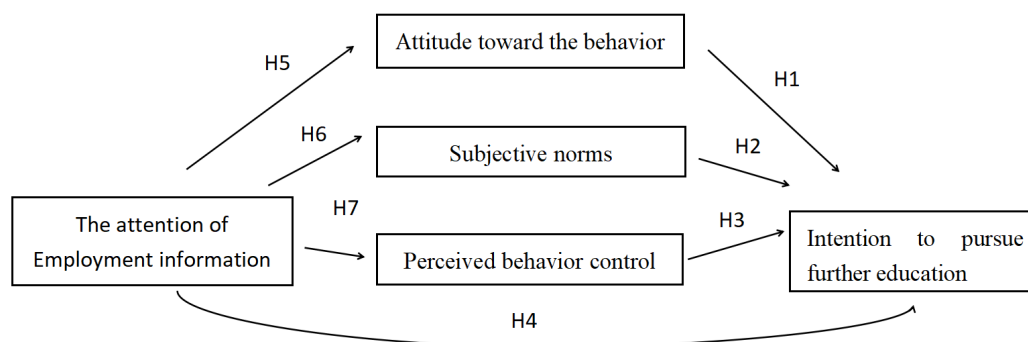


Figure 1. The theoretical model

2.5. Research gap

The literature of Zheng and Thomas in the previous text is based on the economic situation during the 2019-2022 epidemic period [5, 8]. The economic downturn directly affected the employment situation, which led to a decline in the employment rate and an increase in the unemployment rate. However, in recent years, with the end of the epidemic, the overall economic situation has begun to recover, and the government has also encouraged employment and entrepreneurship. Meanwhile, the employment environment is gradually improving. Is the employment information provided to students in the current employment environment different from that during special periods? Is the frequency of pushing such information different? Further investigation is needed.

From a temporal perspective, information will reflect the current social situation in a timely manner. From a spatial perspective, different regions emphasize different content of information. The research by Zhou reflects that inland Chinese students tend to consider the question of further education from a perspective based on objective factors such as family income [9]. However, overseas students are more concerned about whether this choice is consistent with their own cognition and planning or whether the future career is suitable for their own understanding of the profession. Based on this, except for factors such as region and economic situation, verifying the impact of employment information on the willingness of inland students to pursue further education has, to some extent, enriched the influencing factors for inland students when facing future choices.

The studies mentioned earlier only focused on the research of employment information and the intention of further education in their respective fields. They all lack interdisciplinary research. A small number of studies involve interdisciplinary discussions. However, the application of the theory of planned behavior as an intermediary is limited. Therefore, it is hoped that this study can provide some supplements to this topic and theoretical field.

3. Method

3.1. Design of questionnaire

In addition to basic questions such as gender, education level, and whether students have engaged in certain behaviors, the questionnaire uses a 5-point Likert scale to measure the questionnaire items. When the questions involve attitude problems related to the factors of planned behavior theory, 1 point means completely disagree, and 5 points means completely agree. When the questions involve frequency problems related to information attention, 1 point represents never, and 5 points represent always.

The design of questionnaire items is based on four types of variables. The specific items for the four variables are designed based on past research scales. The independent variable is attention to employment information. Based on Solvoll's research [7], the design includes three types of attention methods and purposes. They are, respectively, browsing, searching, and researching. Referring to the problem design of the frequency question type from the study, this study adjusts the problem content design, which is based on film and television information in the original research, to employment information. At the same time, the content of employment information is divided into employment returns and employment difficulty. The mediating variables are behavioral attitude, subjective norm, and perceived behavioral control. Referencing the scales used in the research of Zhou et al. [9], this study measures the three factors separately. Behavioral attitude tests students' tendency toward the behavior of pursuing higher education. Subjective norm tests students' feedback on attitudes that are provided by close groups of people. Perceived behavioral control tests students' cognition of preparation and ability for further education needs. The dependent variable is the willingness to pursue further education. Referring to the research of Zhou et al. [9], the questions include future planning and the degree of determination in choosing. Setting gender and education as control variables provides a reference for the analysis of data.

3.2. Data collection

The survey data are sourced from a questionnaire published by the author, who used the "Wen Juan Xing" online platform to distribute questionnaires in August 2026. The survey subjects were restricted by educational level and age. The author chose students between college students and middle and high school students to avoid invalid responses from those who are already employed or have received nine years of compulsory education. The author used convenience sampling and stratified sampling to conduct a questionnaire survey. The survey covers a wide range of areas, including first- and second-tier cities as well as remote regions. The economic development status is different in various regions, which results in students' awareness and considerations of employment and further education varying. The data generated based on this has a certain degree of comprehensiveness. Meanwhile, setting voluntary questions in the questionnaire ensures the legitimacy of the questionnaire source. Quality control questions were used to ensure the validity of the questionnaire.

In total, 372 original answer sheets were collected. After checking the answers to the core questionnaire questions and screening through quality control questions, 297 valid samples were ultimately retained. 96% of them are undergraduate students, while the rest are middle and high school students. There are 138 males, which accounts for 46.46%, and 159 females, accounting for 53.54%. The gender ratio is relatively balanced. All of the students had high-frequency or low-frequency attention to employment information.

3.3. Analytical method

This study used SPSS in combination with Process Model 4 for analysis. The analysis methods used include reliability test, Harman single-factor test, descriptive statistical analysis, Pearson bivariate correlation analysis, path analysis, and mediation effect test. In terms of reliability, SPSS was used to calculate the α coefficient, which reports the overall reliability. Then, Harman's single-factor test was conducted in SPSS to measure whether the data bias is high. Descriptive statistical analysis and Pearson bivariate correlation analysis display mean value, standard deviation, and correlation coefficient to show data correlation. Confirming the correlation between variables can support the mediation effect test. Using SPSS in conjunction with Process Model 4, a mediation effect test is conducted, which uses standardized regression coefficients to determine its positive and negative impacts and significance.

4. Result

4.1. Reliability test

In statistics, the Cronbach's alpha coefficient is commonly used to measure the consistency and reliability of questionnaire items. The evaluation criteria for the Alpha coefficient are that if it is greater than 0.9, it is considered that the internal reliability of the scale is very high. If it is between 0.7 and 0.9, it is considered to have good intrinsic reliability. A range of 0.5 to 0.7 is just acceptable. If it is less than 0.5, the reliability of the questionnaire is considered unqualified and needs to be immediately adjusted.

Table 1 is the reliability analysis table of this study. The Alpha coefficients of Employment information attention, Attitude toward the behavior, and Intention to pursue further education are all greater than 0.7. However, the Alpha coefficients for Subjective norms and Perceived behavioral control are both greater than 0.6. Although it did not reach a high standard, it is still barely qualified. Overall, the consistency and reliability of the questionnaire items are quite good.

Table 1. Scale reliability test results

scale	items	Cronbach's α
EIA	6	0.814
AB	4	0.719
SN	4	0.610
PBC	4	0.682
BI	4	0.825

Notes. EIA represents employment information attention, AB represents attitude toward the behavior, SN represents subjective norm, PBC represents perceived behavioral control, BI represents intention to pursue further education.

4.2. Common method bias, descriptive statistics, and correlation analysis

This study uses Harman's single-factor test method for common method bias testing. After verification, a total of 4 common factors with eigenvalues greater than 1 were proposed. In addition, the first common factor explained 32.722% of the total variance, which is less than the 40% standard. Therefore, there is no significant common method bias in this study.

Table 2 is a descriptive analysis table. In the following discussion, the data will be rounded to three decimal places. Using this standard, the mean values of Employment information attention, Behavioral attitude, Subjective norm, Perceived behavioral control, and Intention to further education reflected in Table 2 are 3.631, 4.027, 3.684, 3.819, and 4.013, respectively. They are all greater than the theoretical median of the Likert 5-point scale. The absolute skewness of each variable should be less than 3, and the absolute kurtosis should be less than 8. All research data meet the standard, which indicates that all variables approximately follow a normal distribution.

Table 2. Descriptive analysis results

scale	n	min	max	M	SD	Skew	Kurt
EIA	297	1	4.83	3.6313	0.64285	-0.723	0.612
AB	297	1	5	4.0269	0.68505	-1.486	2.673
SN	297	1	5	3.6835	0.63004	-0.731	0.850
PBC	297	1.75	5	3.8190	0.68394	-0.832	0.084
BI	297	1	5	4.0126	0.79752	-1.205	1.195

Notes. EIA represents employment information attention, AB represents attitude toward the behavior, SN represents subjective norm, PBC represents perceived behavioral control, BI represents intention to pursue further education.

The significance test of this study uses the Pearson correlation analysis method. This confirms whether there is a correlation between variables. At the same time, it is essential to ensure that the data can support regression analysis. The closer to one, the stronger the connection. When the value is less than zero, the situation is reversed.

Table 3 is a correlation analysis table. The data show that the independent variable and the mediating variables are significantly positively correlated with the dependent variable. The correlation sizes between them are 0.341, 0.646, 0.462, and 0.694. At the same time, there is also a significant positive correlation between the independent variable of employment information attention and the mediating variables of behavioral attitude, subjective norm, and perceived behavioral control, with correlation sizes of 0.342, 0.420, and 0.457, respectively.

Table 3. Correlation analysis results

	EIA	AB	SN	PBC	BI
EIA	1	-	-	-	-
AB	.342**	1	-	-	-
SN	.420**	.517**	1	-	-
PBC	.457**	.704**	.545**	1	-
BI	.341**	.646**	.462**	.694**	1

Notes. ** expresses $p < 0.01$, which means there is a significant correlation between variables. EIA represents employment information attention, AB represents attitude toward the behavior, SN represents subjective norm, PBC represents perceived behavioral control, BI represents intention to pursue further education.

The results of the correlation analysis confirm that there is a close correlation between variables. To some extent, it confirms the validity of the hypothesis. However, correlation analysis can only

determine whether there is a correlation between variables. It is unable to deduce the direction of how the independent variable affects the dependent variable, as well as the direction of how the independent variable and mediator variables respectively affect the dependent variable after passing through the mediator variable. The causal relationship between variables needs to be further verified through path analysis.

4.3. Mediation analysis

Table 4. Mediation effect test results

	BI	AB	BI	SN	BI	PBC	BI
	model 1	model 2	model 3	model 4	model 5	model 6	model 7
constant	1.933***	3.241***	-0.372	2.507***	0.688	2.036**	0.319
gender	0.104	-0.030	0.125	0.016	0.096	0.011	0.096
degree	0.214	-0.277	0.411*	-0.194	0.311	0.001	0.214
EIA	0.413***	0.378***	0.144*	0.422***	0.204**	0.486***	0.027
AB	-	-	0.711***	-	-	-	-
SN	-	-	-	-	0.497***	-	-
PBC	-	-	-	-	-	-	0.793***
R ²	0.124	0.124	0.451	0.180	0.250	0.209	0.490
adj-R2	0.115	0.115	0.444	0.172	0.240	0.201	0.483
F	13.841***	13.823***	59.999***	21.468***	24.371***	25.791***	70.136***

Notes. *** expresses $p < 0.001$, ** expresses $p < 0.01$, * expresses $p < 0.05$, which means there is a significant correlation between variables. EIA represents employment information attention, AB represents attitude toward the behavior, SN represents subjective norm, PBC represents perceived behavioral control, BI represents intention to pursue further education.

Table 4 presents the mediating effect test, which uses the path analysis framework to prove its effectiveness. It is based on attention to employment information as the independent variable (X). Subjective norms, behavioral attitudes, and perceived behavioral control are mediators (M), as well as the willingness to pursue further education as the dependent variable (Y).

Grouping and discussing the data results of the models based on the influence paths between variables in the X-Y, X-M, and M-Y dimensions. Model 1 serves as a common model for the relationship between three mediating variables. Model 1 shows the overall trend from the independent variable to the dependent variable. The regression coefficient of X to Y is significant ($\beta = 0.413$, $p < 0.001$). This confirms hypothesis H4: Attention to employment information has an effect on willingness to pursue further education. Simultaneously, it can be intuitively seen that its impact is positive.

Model 2 shows that the regression coefficient of attention to employment information on behavioral attitudes is significant ($\beta = 0.378$, $p < 0.001$), which proves that hypothesis H5 holds true. Model 4 shows that the regression coefficient of employment information attention on subjective norms is significant ($\beta = 0.422$, $p < 0.001$) too. This confirms that hypothesis H6 is true. Model 6 shows that the regression coefficient of employment information attention on perceived behavioral control is also significant ($\beta = 0.486$, $p < 0.001$), which verifies the authenticity of

hypothesis H7. Overall, the independent variable of employment information attention has a significant positive impact on all three mediating variables.

Models 3, 5, and 7 are formed by adding mediator variables to Model 1. For the mediating variables of behavioral attitude and subjective norms, the regression coefficients on the intention to further education are significantly positive. The relationship between behavioral attitude and intention to pursue further education is ($\beta = 0.711$, $p < 0.001$), and the relationship between subjective norms and intention to pursue further education is ($\beta = 0.497$, $p < 0.001$). This confirms the validity of H1 and H2. However, these two intermediaries are only effective as partial intermediaries. After incorporating the mediating variable of perceived behavioral control, the impact of employment information attention on the intention to pursue further education shows no significant effect. Meanwhile, its regression coefficient on intention to pursue further education is ($\beta = 0.793$, $p < 0.001$). It can be seen that not only does the perception behavior control play a complete mediating role in the X-Y path, but also hypothesis H3 is correct.

5. Discussion

5.1. Practical sense

According to the data obtained from the research, firstly, the influence path from the independent variable to the mediator variable to the dependent variable is valid. Secondly, all hypotheses are valid, which are consistent with the positive impact obtained from previous research. This confirms the accuracy of previous research scales and the historical continuity of their research significance. The independent and dependent variables in this study belong to interdisciplinary content, and there are no additional moderating variables, which may result in different effects of partial mediation and complete mediation. This is rarely seen in previous studies. To some extent, this is an attempt to apply the theory of planned behavior across different fields.

The practical significance of this study in terms of the feedback of positive effects is that most students, even if frequently exposed to current employment information, may still choose to continue pursuing further education as their future plan. In the case of a wide coverage of the surveyed population area, the data shows that the recognition of academic qualifications in China is still relatively high. For most students, obtaining a high educational background is also their life goal, which is even the preferred way in their cognition for them to change their current life situation and quality. Countries and universities can target different majors and their specific future employment directions. Setting up relevant course and internship content can help students define their professional value correctly. From the perspective of perceived behavioral control, showing a complete mediating effect, whether one has the ability to pursue further education is the first factor that students consider. Universities should provide corresponding academic resources for graduates appropriately and plan for further education and employment, which allows students to have higher research ability and development skills. It can also help them have a basic understanding of post-graduation arrangements instead of blindly pursuing higher education. Achieving favorable guidance from employment information with the intention of pursuing further education.

5.2. Limitations

In the testing of mediation effects in social sciences, the cases of complete mediation are uncommon. It is usually seen that each intermediary plays a certain intermediary role rather than an intermediary having an absolute priority. This may be due to insufficient sample size. Perhaps

multiple rounds of investigation are needed to verify the rationale of the question items. Based on this, modifying the question items to further improve the questionnaire helps balance the situation of the data. It can also be seen from the reliability and validity tests that some items with individual variables may be difficult to understand, which causes disagreement among respondents' answers.

What is more, as an attempt to cross information domains, the study did not limit the population, which covers a wide range of regions. This may lead to significant differences in the quality of questionnaire responses. The quality of the data cannot be well guaranteed. However, the investigation without regional limitations will have a certain degree of comprehensiveness. Therefore, if further improvement is needed, restricting regions or choosing professional populations may be a good choice, which can make the data both comprehensive and representative.

6. Conclusion

This study aims to explore whether there is a close relationship between students' attention to employment information and their intention to pursue further education. According to the investigation and research, firstly, both the overall impact direction from attention to employment information to the intention to pursue further education and the impact direction after incorporating the three factors of planned behavior theory as intermediaries show a significant positive impact. It means that paying attention to employment information promotes the formation of a willingness to pursue further education. Secondly, the mediating effect of perceived behavioral control on this mediating variable is most prominent. Thirdly, in most parts of China, the priority of further education is higher than employment.

This study complements the research on graduates' development direction fields in recent years. It conducts localized analysis based on the actual situation in China. It also partly expands the scope of application of the theory of planned behavior. From the conclusion, it can be inferred that attention to employment information affects the intentions of people around students and their self-awareness. It is necessary to guide students correctly, which can help produce positive benefits for students' further education. The author focuses on improving academic ability and professional cognition as the core. Achieving direct output of professional knowledge for employment choices is the goal. The study offers some ideas and suggestions for universities on how to provide more specific guidance and services for graduates or current students in their further education. There are still many shortcomings in this study. If there is a need to continue advancing research in this field, it needs further optimization of the questionnaire to distinguish the research population. Additional moderating variables should be added to enrich the theoretical model and explore more influencing factors.

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