

The Impact of Gender Discrimination Expectations on Female Job Seekers' Career Choices

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Abstract:

There are gender differences in career choices and employment between men and women. Women themselves are prone to employment barriers such as gender discrimination and isolation from employers in the workplace. In the past two years, due to the dual pressure of enterprise layoffs and the large scale of graduates, the employment situation for women has been exceptionally severe. Universities and society urgently need to provide active employment guidance to female job seekers to help them overcome the difficulties of employment. In the current field of career choice research, most scholars regard college students as the research group and overlook the gender differences, resulting in employment guidance methods confusing men and women together and failing to achieve precise strategies for different groups. Therefore, this article focuses on the group of female job seekers and explores the influencing factors of their career choices to help them find better employment. Will gender discrimination by employers affect female job seekers and change their career choices in the face of an increasingly challenging job market environment? Are there any differences in career choices among female job seekers of different gender role types? Based on this, this article aims to reveal the inherent connection between the career choices of female college students under the expectation of gender discrimination, explore the psychological factors that affect their career choices, enrich research on the career choices of female job seekers, and provide assistance for their future employment directions. After sorting and analyzing existing literature, this article starts from social cognitive career theory and contradictory bias theory, first explores the impact of gender role cognition as a moderating variable on female job seekers' career choices, and finally establishes a theoretical model for this study and verifies the hypothesis conclusions. After questionnaire collection and survey, a total of 329 valid sample data were obtained. Through SPSS software and AMOS software analysis of the sample data, the following results were obtained in this study: (1) There is a negative correlation between gender discrimination expectations and career choice. (2) Different types of gender roles play a moderating role in the perception of gender discrimination and career choice.

Keywords:

Gender Discrimination in Employment, Contradictory Gender Bias, Gender Roles, Career Choices

1. Literature Review

1.1. Gender Discrimination

Gender discrimination exists in both developing and developed countries with a long history. Gender discrimination is one of the main forms of discrimination against job seekers in today's labor market, and women's career choices are a form of employment behavior in the labor market. Therefore, the impact of gender discrimination on women's career choices discussed in this article is essential to study the different degrees of gender discrimination expectations of job seekers, thereby affecting employment behavior.

Hu Anrong pointed out that due to the related costs of female childbirth, companies have reduced their employment of women, and hiring men can achieve the goal of maximizing corporate profits. Zhou Xiangyi and Song Xuetao conducted an experiment and found that there is gender inequality in the recruitment environment of employers. Gender discrimination leads to gender segmentation in the labor market, where men have higher incomes, better and more stable working environments, while women have lower income levels and poorer welfare benefits. This is reflected in the occupational segmentation caused by gender discrimination, Deng Feng and Ding Xiaohao. Qing Shisong found through empirical research that there is a "glass ceiling" effect in female professions. Even if women have higher abilities than men, their probability and speed of promotion in the workplace are lower than those of men. Previous studies have analyzed the reasons for women's disadvantages in the workplace.

From the perspective of human capital, Zhu Jingde pointed out that the obligation to have children interrupts the continuity of work for women, affects the accumulation of women's human capital level, and makes them vulnerable to unfair treatment at work. Tian Qian analyzed from a socio-cultural perspective that women are at a disadvantage in the workplace due to the deep-rooted gender roles of traditional male leads and female leads, and gender discrimination in the workplace is reflected in conflicts between women's family roles and work. In addition to unequal employment opportunities, women in the workplace also face dual discrimination based on gender differences in wages. From the perspective of salary difference theory, Li Chunling pointed out the reasons why women in the workplace face gender discrimination, and research shows that the gender difference in wages has not narrowed. Li Xiaoning further analyzed the reasons for gender differences in wages, and found that gender discrimination and the resulting occupational gender segregation can explain the continuous expansion of gender differences in wages. It can be seen that gender discrimination mainly has a negative impact on women's careers through wage discrimination and occupational segregation.

1.2. Career Choice

Career choice, also known as career development tendency, refers to the attitude or behavior of graduates towards their future work before entering the workforce. A

person can accumulate their own development, family background, and learning experience, and after a long period of searching, explore their preferred decision-making attitude towards a certain job. Liu Hongxia believes that college students have an idealized choice for their future career, which is career choice. Weng Zhenlin and Liu Xinyi believe that career choice is the entire process of selecting career activities that are suitable for one's own qualities and career needs from various professions based on the worker's career expectations, abilities, interests, and hobbies [1]. Career intention (CCI), also known as career choice tendency, refers to the individual's willingness and preference for a certain profession during the career selection process. Song Zibin and Chen Chaoyang defined career choice intention as the degree to which people tend to choose or tend not to choose a certain profession, which is a prerequisite for career choice behavior. Yang Xiaoxuan and Wang Huichen believe that individuals form their own career choice intentions by combining their own factors and environmental factors, which have a direct impact on career choice behavior. Wu Yu defined career choice intention as the process in which an individual selects a type of profession from society as a preparatory state for their future career behavior. In this process, individuals not only need to consider their needs, interests, abilities, and other factors, but also need to consider the needs of social development. People have different interests, hobbies, and personalities, especially their values and outlook on life, which can lead to different career choices.

Career expectations. Career expectation, also known as career intention, is defined by Hu Xiaoling as an individual's desire and pursuit of a specific profession and job. It is an attitude towards their profession and work, and it can also be seen that career expectation contains the meaning of career choice. Career expectations are not an individual's fantasy, but rather an individual's constant coordination with society based on their interests, abilities, and other aspects, constantly achieving and pursuing their ideal career goals.

It is not difficult to see from the above definitions and concepts that the concept and definition of career choice contain a wide range. Based on the sorting and summary of the above literature, this article defines career choice as an individual's ability to find employment, employment values, interests, family background, education level, and other factors that are comprehensively considered and measured under the influence of various objective and subjective factors.

1.2.1. Measurement of Career Choices

Due to the strong contextual characteristics of career choice and cultural differences in the scope and definition of its measurement both domestically and internationally, it is necessary to select measurement tools developed and adopted by domestic scholars based on the social background of our country. The development of career choice scales is mainly based on the measurement of occupational type, using the tendency of occupational type to judge an individual's career choice tendency and choice behavior.

The earliest researcher on career choice abroad was Holland, who developed a career choice tendency scale based on his own theory of career interests to test which aspects of work subjects are suitable. He divided career choices into six major types: research-oriented, realistic, entrepreneurial, artistic, conventional, and social. This scale has been widely recognized in the academic community and widely used by Chinese scholars [2]. Most domestic scholars have revised their career choice scales

based on the Holland Occupational Tendency Scale. In the measurement of career choice, most of them use self-designed questionnaires that are suitable for the Chinese context, or combine the self-designed questionnaire with the expected dimensions of career choice for research. Fang Liluo et al. developed a Chinese style Holland Career Choice Disposition Scale, which includes four dimensions: activity, potential, career, and self-evaluation. Each dimension contains six factors, corresponding to practical, research, artistic, social, career, and conventional types. Ling Wengui et al. divided the evaluation criteria for career choices of participants into three aspects, namely reputation and status factors, health factors, and development factors. Wu Liangliang and Li Baoxian drew inspiration from Ling Wengui's scale and divided career expectations into intrinsic value, extrinsic value, reputation status, and stability factors. Hu Xiaoling divided the career choice expectations of female college students into three dimensions: reputation and status, self-development, and welfare and stability factors. In summary, most measurements of career choice in China explore the type of career chosen by participants. Determine the occupational intention and behavior of the subjects based on their occupational type. This study chose Hu Xiaoling's scale to explore the career choices of female college students during the pandemic.

1.2.2. Research on Career Choices

Research by domestic and foreign scholars has shown that environmental and external objective factors have a significant impact on career choices. Factors such as family environment, parental situation, and human capital are the main topics studied by many scholars. Asmaetal found through questionnaire surveys and in-depth interviews that economic conditions, peers, gender, media coverage, and parental factors all have an impact on students' career choices, with parental factors having the most significant impact. Liu Xiao et al. studied vocational school families and found that the socioeconomic status of the family and the parenting style of parents affect the career choices of vocational school students. Among them, positive parenting style can promote students' career choices and development. Luo Yingzi and Zhang Jiale found through empirical research that in Asia, parents' education and knowledge status, human capital, family location, educational experience, and gender have a significant impact on their children's initial careers [3]. Li Yanbing et al. found through empirical analysis that government and national policies, regional distance, employers, and employment guidance courses can all affect the career choices of college students. Shen Yafang and Zhou Ruochen found that factors such as family income, family environment, educational endowment, and occupational class characteristics of college students influence their career choices. Peter et al. found that the career choices of students influenced by collectivist culture are mainly influenced by family expectations. The higher the occupational consistency between adolescents and their parents, the higher their career confidence and self-efficacy. Sharietal found that among the influencing factors of career choice, social status, income, and parental opinions have the greatest impact on job seekers.

Personal subjective factors of job seekers can also have an impact on their career choices. The process of career choice is a process of interaction between psychological and social factors, closely related to an individual's own values. In addition, interests, personality traits, and career motivation can also have an impact on career choices [4]. Yang Polo's research suggests that career maturity is an important factor affecting individual career choices, and it has a significant predictive effect on work location selection, industry selection, income expectations, and other factors.

And an individual's temperament type can also affect their career choice behavior. Hu Gaoxi linked a person's temperament type with career choice, revealing that a person's temperament type is closely related to their career choice. He also proposed corresponding career choice suggestions for four temperament types, namely bilirubin, hemolysis, mucus, and depression. Maryetal tested a significant relationship between self-efficacy, outcome expectations, choice goals, and individual career choice behavior based on the framework of social cognitive career theory.

Regarding the career choices of female job seekers, income is a crucial reference factor and the primary factor affecting women's labor supply. However, while changing women's labor supply, personal income also changes. In addition to the impact of personal income on women's employment, personal decisions are also influenced by other entities. By comparing with others, relative income can also affect the employment decisions of female job seekers in practice.

Absolute income: Women allocate their time through three main ways: leisure, labor market work, and nonmarket work. Compared to men, women have two alternative choices in the labor market, so their labor supply behavior cannot be confused with men. Women's labor supply is more complex and has higher wage elasticity. Joshi Layard found that wage growth can explain the phenomenon of increasing female labor participation rates since the 20th century. Economists such as Goldin found that changes in income levels directly affect women's willingness to participate in labor when studying the supply of female labor. When the income level is low, women spend more time on leisure entertainment or household labor, and their labor participation rate is lower. With the increase in income, women replace the self-sufficient production mode of the family with market work. When income further increases, the income effect is higher than the substitution effect, and the female labor participation rate will decrease. Prasch found that the single factor of absolute income has varying impacts on individual labor supply decisions for different women, with significant differences in wage elasticity across different categories of women's labor supply. Blau Kahn found through empirical analysis of data from 1980 to 2000 that the wage elasticity of female labor supply has significantly decreased, and the impact of individual wage income on it has weakened. After using data from the income distribution survey of urban and rural residents in China to study labor supply behavior, Zhang Shiwei and Zhou Chuang pointed out that the wage elasticity of female labor supply is higher than that of male labor supply. As household income increases, women's labor time is more allocated to household chores and leisure entertainment, and their wage elasticity is reduced. From this, it can be seen that an individual's absolute income cannot fully explain their labor participation behavior. Based on existing research findings that absolute income explains the limitations of female labor supply and the needs of this study, the following text will summarize the relationship between relative income and female labor supply.

Relative income: The traditional theory of household labor supply suggests that women's labor supply is influenced by their husband's income level. Due to the difficulty in achieving a balance between family and work, when there is a significant difference in income between spouses, more labor supply will be provided by the higher paying party, while the other party will shift towards a family production model. This phenomenon can also be explained by Becker's theory, which suggests that changes in relative household income can affect the internal division of labor, and that women's career choices are related to the relative income level of their spouses. In addition, whether women participate in the labor market is also related to whether

surrounding women work in the labor market, as confirmed by the empirical research results of Neumark Postlewaite. In summary of the above research, Park included the husband's relative income level in the model when studying the impact of relative income on the labor participation rate of married women, and conducted research on its endogeneity issues. Wu Yuexiao used the total household income to replace the relative income level of her husband when studying the labor supply for women. The results indicate that the better the family's economic situation, the less women participate in work. Zheng Heng found through empirical research that when the gender income gap increases, women spend less time working and may even choose not to work. From this, it can be seen that the relative income based on other family members and friends can compensate for the insufficient impact of absolute income on women's labor market behavior.

1.2.3. Human Capital and Women's Employment

In a competitive saturated labor market, there is a positive correlation between the level of human capital and the likelihood of individuals obtaining better employment opportunities in the labor market. The positive impact of improving human capital on women's employment has been confirmed in previous literature. Liu Zhiguo believes that improving the quality of women's employment can be achieved by raising the level of human capital, which is an important factor in the female labor market.

After comparing the employment situation of female job seekers with different levels of human capital, Cai Fang and Wang Meiyang found that women with higher education levels are more likely to be employed than women with lower education levels. After studying urban household surveys from 1988 to 2002, Yao Xianguo and Tan Lan pointed out that the positive impact of education on the labor force participation rate of Chinese women is showing an increasing trend year by year. Maczulskij found that an individual's level of human capital can offset the impact of other uncontrollable factors such as family background on women's employment. Guo Fengming used quantile regression and counterfactual analysis methods to investigate the association between gender discrimination and women's career choices, thereby verifying that women can regulate the negative impact of gender discrimination on their employment by improving their human capital levels.

1.3. Gender Roles

The commonly believed gender refers to the physiological differences between males and females due to differences in anatomy and hormone secretion. Gender emphasizes the differences between males and females in the physiological realm. Gender roles emphasize social categories. Ellis published "Men and Women" in 1984, bringing gender roles into the research topic of psychology. Most scholars define gender roles based on specific social backgrounds and norms. Existing scholars often explore gender roles from psychological and behavioral perspectives, providing a new direction for the study of gender roles. The concept of gender roles is a behavior pattern that is accepted and recognized by society under the influence of social norms and customs, and is adapted to one's own physiological gender. Qian Mingyi believes that in a relatively stable cultural background, gender roles are recognized as the behavior patterns that men or women should possess. They are a set of behavior norms that individuals learn and learn in the process of socialization, corresponding to their gender, reflecting the appropriate expectations of social culture for male and female behavior. Gender roles not only include behavior patterns that conform to both

sexes, but also include the most basic attitudes and emotions of both men and women towards things. The development of gender roles is an important component of individual socialization, and different gender roles may exhibit different behavioral characteristics due to their different social positions. A person can possess both male and female traits.

In summary, gender roles differ from physiological gender and typically represent a person's social gender. It is a set of behavioral norms formed by individuals based on a certain culture and background that conform to their gender. The formation of gender roles may have an impact on various aspects of an individual's development, such as influencing people's career choices, social adaptability, and mental health levels.

1.3.1. Classification of Gender Roles

American psychologist Bem developed the Gender Role Inventory (BSRI) in 1974. He believed that human gender role types should be composed of four types: masculinization, feminization, bisexualization, and undifferentiation, rather than traditional notions that gender role types are only one of masculinization and feminization, and humans can be bisexual. In the study of gender role types, masculinization and feminization typically represent two traits that have different adaptive values in different contexts. Among them, masculinization type refers to individuals having a larger proportion of male traits and a smaller proportion of female traits. People generally believe that masculinized individuals have advantages in data analysis, leadership, and judgment abilities; Feminized types, on the other hand, tend to have strong affinity, rich emotions, and are easy to understand others. Bisexuals refer to individuals who possess both male and female characteristics. The performance of undifferentiated individuals is opposite to that of bisexualization, with a lower proportion of male and female characteristics. Undifferentiated individuals typically exhibit strong negative emotions and low levels of mental health, such as excessive anxiety, tension, and lack of confidence.

1.3.2. Dimensions and Measurement of Gender Roles

The representative measurement tool for gender roles is the Bem Sex Role Inventory (BSRI) developed by Bem in 1974, which is also the first psychological scale to measure bisexualization traits. Bem set up three parts of the scale: a male scale, a female scale, and neutral interference words, each consisting of 20 phrases. A critical point of 4.9 was used as the basis for dividing the four types of gender roles. Domestic scholars have revised Bem's gender role scale based on China's social and cultural context, and developed a gender role scale that is suitable for the Chinese context. Qian Mingyi et al. developed a Gender Role Inventory (CSRI) based on social approval and stereotypes, which is suitable for the situation of Chinese university students. The scale consists of 100 items and 5 subscales, with the addition of a male negative scale and a female negative scale. Lu Qin and Su Yanjie conducted a new examination and revision of BSRI, and in order to facilitate research, a simplified version of the gender role scale consisting of 14 items for masculinization and 12 items for feminization was obtained. Wang Dengfeng and Cui Hong established masculinization and feminization scales consisting of 30 items each, based on the differences in responses between male and female participants in the Chinese Personality Inventory items [5]. Liu Dianzhi et al. developed a new version of the Gender Role Scale for College Students based on Qian Mingyi's research. The

judgment criteria for this scale are based on the positive traits of both males and females.

In summary, the gender roles developed by Chinese scholars are applicable to the situational characteristics of our country. The measurement method and content generally involve selecting and collecting descriptive words that people identify with and conform to male and female characteristics. These words constitute two aspects of male and female characteristics. The classification method and criteria are based on the median scores of the subjects on two measurement scales. If the subject's score on the masculinization scale is greater than the median, while the score on the feminization scale is less than the median, then the subject belongs to the masculinization type; If the score of the feminization scale is greater than the median and the score of the masculinization scale is less than the median, then the subject belongs to the feminization type; If the scores of masculinization and feminization of the subjects are both higher than the median, it belongs to the bisexualization type; otherwise, if both scores are lower than the median, it belongs to the undifferentiated type.

In addition, research has found that different gender role types have different employment directions and career choices. Zhou Xiuyan found that male and bisexual gender role types have stronger intentions towards realistic, social, and entrepreneurial professions than female types; Compared to feminized types, bisexual types prefer research-oriented professions. Zhang found that the more traditional the concept of gender awareness, the lower the likelihood of women engaging in employment, and the lower the income level of employed women. Himanshi found that women with more traditional gender role attitudes are less likely to engage in high-income occupations chosen by men, while women with non-traditional gender role attitudes have higher levels of career choices, aspirations, and expectations than women with traditional gender role attitudes. From a gender role perspective, Qiu Shihan found that feminized female college students are more inclined to choose social, artistic, and conventional jobs, while male-female college students are more inclined to choose social, entrepreneurial, and conventional jobs.

2. Theoretical Background

2.1. Social Cognitive Career Theory (SCCT)

Based on the Social Cognitive Career Theory (SCCT), a model is constructed to explore the career choice behavior of female job seekers. The Social Cognitive Career Theory (SCCT) theory emerged in 1994 and can effectively explain the occupational psychology and behavior of contemporary job seekers to a certain extent. The social cognitive career theory emphasizes the interaction between “individual behavior environment”, emphasizes the integration of psychological, social, economic and other influencing factors, and dynamically reveals how people make career choices, achieve different behavioral outcomes, and maintain career stability. In the context of the epidemic, most scholars focus their research on the psychological impact and trauma that the epidemic has brought to people, or the huge economic losses caused by the epidemic. In this context, there is relatively little research on the career choice intentions and behaviors of female job seekers. This article constructs a theoretical model based on Social Cognitive Career Theory (SCCT) to explore the impact mechanism of gender discrimination expectations on the career choices of female job seekers. Given that in the past, the antecedent variables for career choice were factors

such as career maturity, social support, family, and education level, this article takes gender discrimination expectations as the antecedent variable for career choice, and further studies how perception and expectations affect the career choices of female job seekers. Through empirical testing, the relationship between them has been demonstrated, enriching the empirical research and application scope of social cognitive career theory.

2.2. Contradictory Gender Prejudice Theory

The meaning of gender bias is that it refers to related biases against the subject solely due to gender differences. Gender bias can refer to biases against men or women. However, compared to men, women are very disadvantaged and more likely to be the target of gender bias, such as the traditional gender ideology of “men leading outside and women leading inside”.

Early researchers generally believed that gender bias was a hostile attitude towards women, but Click and Fiske et al. pointed out that gender bias may consist of two parts, namely benign gender bias and hostile gender bias, and developed the Contradictory Gender Bias Scale. Hostile gender bias is a gender bias that arises from hostile emotions towards women, believing that women are inferior to men and should be “self disciplined”; Goodwill gender bias, on the other hand, is a relatively subtle form of gender bias that arises from feelings of love and care for women. It is believed that women are inherently vulnerable and need to be protected by men. Hostile gender bias proves men’s rights by belittling women and believing that women are inferior to men. Goodwill gender bias views women as vulnerable and in need of male protection, thereby demonstrating male superiority.

Goodwill gender bias stems from traditional culture, which believes that women are a vulnerable group and can only survive with the help of men. Glick et al. believe that groups with high gender bias towards goodwill hold a supportive and appreciative attitude towards women playing traditional gender roles. The group with high hostile gender bias holds a negative attitude towards women who violate traditional gender roles. Based on the above theoretical foundation, Glick Fiske developed the Contradictory Gender Bias Scale to measure hostility and goodwill gender bias. This scale includes 22 specific items, with 11 items measuring goodwill gender bias and the other 11 items measuring hostility gender bias. Among them, the two subscales of hostility and goodwill gender bias respectively include three dimensions. The dimensions of hostility gender bias are gender ability differences, patriarchal domination, and sexual hostility; The specific dimensions of goodwill gender bias are heterosexual intimacy, patriarchal protection, and gender complementarity.

2.3. Human Capital Theory

Based on the assumption that the labor market is in perfect competition, human capital theory analyzes its significance and role in employment from an individual perspective. The level of human capital, such as years of education and work experience, plays an important role in the employment of individual labor force. From the perspective of human capital theory, income inequality among labor individuals can be explained because there are differences in the quantity or quality of individuals, resulting in differences in wage income. The role of human capital in terms of income is that if workers have richer human capital, their work ability will correspondingly improve, leading to better job opportunities and higher labor remuneration. Therefore, workers can improve their income levels by receiving more education, accumulating

richer work experience, and actively participating in more training activities. Based on the above theoretical research, the first hypothesis is proposed:

Hypothesis 1: Gender discrimination expectations and career choices are negatively correlated

2.4. The Regulatory Role of Gender Roles

Social gender is relative to physiological gender, and its fundamental difference from gender lies in its sociality. Women share common development aspirations with men in the workplace, and as women, they have different characteristics from men. Therefore, considering the career development of female college students from a gender perspective is not only a social need but also a manifestation of human care. The career choices and development of female college students are influenced by various factors, with gender roles playing a particularly prominent role. Individual gender self-awareness can affect their career choices, which often align with their own gender role positioning. The gender roles of college students have a significant impact on their career choices. Among them, bisexual gender role types are healthier than single gender role types, so college students with bisexual gender role types have greater choice space when facing career choices.

Most women are often risk averse, with a higher level and degree of conservatism towards risk. Women are less inclined towards risky things, and their aversion to risk decreases with increasing income and education. This means that individuals with higher income and education tend to have lower levels of risk aversion and prefer to engage in risky behavior. In the workplace, women have a high level of social approval and a good working environment. When making career choices, they mainly consider external factors. At present, female college students attach great importance to career stability and hope to find a job with a lot of time to balance family and life, while also valuing career welfare income and self-development (Hu Xiaoling, 2016). From a gender perspective, male college students are more inclined to choose professional and technical occupations, while safe and stable occupations are more favored by female college students. This is influenced by female personality traits and traditional social culture. Most female college students aspire to stable jobs and do not like challenging and risky professions. From the perspective of gender awareness, feminized female college students are more inclined to choose social, artistic, and conventional jobs, while male-female college students are more inclined to choose social, entrepreneurial, and conventional jobs. However, in China, there is more emphasis on combining male and female career choices, or the research subjects are college students. There is relatively less research on career choices for female college students alone, and there is also less analysis of female college students from the perspective of gender roles. Based on this situation, this article aims to explore the impact of gender roles on female college students and propose the following hypotheses in conjunction with the aforementioned literature:

Hypothesis 2: Gender role types play a moderating role between gender discrimination expectations and career choices. Feminization has the strongest moderating effect on the welfare and stability of career choice, while masculinization has the strongest moderating effect on the self-development of career choice.

3. Overview of Studies

This article uses a questionnaire survey to collect data, and after collection, the data is statistically analyzed to obtain the relationships between various variables, in order to test whether the proposed research model and hypotheses are valid. The variables involved in this article include gender discrimination expectations, career choices, and gender roles. Each variable has relatively mature scales and survey items. At the same time, this study added demographic variable information to develop a questionnaire and distributed it to female job seekers to fill out. The survey questionnaire consists of three parts: introduction, main text, and conclusion. In the introduction section, the research direction and purpose of the questionnaire were introduced, and participants were promised not to disclose their private information to reduce confusion and concerns of the respondents and ensure the validity of the questionnaire. The main body section includes the basic information of the respondents, such as age, education level, etc. The other part is the measurement question of variables, which is the core part of this questionnaire. In the concluding remarks, we express our gratitude to the respondents. The specific content of the questionnaire can be found in the appendix section at the end of the article.

In order to ensure the accuracy of the survey results, questionnaires were distributed to young female job seekers nationwide, with sample data mainly sourced from women in Jiangsu Province. For the convenience of collecting questionnaires, this study used an online questionnaire method to collect data. The data was collected in December 2023, and a total of 329 questionnaires were collected. This article conducts preliminary sorting and statistics on the demographic information of the participants, show as Table 1:

Table 1. Descriptive Statistics.

		Frequency	Percent
Education	College	95	28.9
	Bachelor's degree	83	25.2
	Master's degree	77	23.4
	Master's degree or above	74	22.5
Age	15-20 years old	11	3.3
	20-25 years old	176	53.5
	25-30 years old	124	37.7
	30 years old or above	18	5.5
Monthly income	Social employment	63	19.1
	Preparation for civil service, teaching staff, public institutions and other positions Exam	64	19.5
	Domestic education (postgraduate, doctoral)	66	20.1
	Entrepreneurship	82	24.9
	Undetermined	54	16.4
Nature	Party and government agencies	55	16.7
	state-owned enterprises	43	13.1
	public institutions	34	10.3
	foreign-funded enterprises	53	16.1
	private enterprises	55	16.7
	independent entrepreneurship	50	15.2
	others	39	11.9
Location	Beijing, Shanghai and Guangzhou region	51	15.5
	Eastern coastal region	40	12.2
	Central and Western large and medium-sized cities	46	14
	Small and medium-sized cities	54	16.4

	County towns and villages	51	15.5
	Other	44	13.4
	Overseas, Hong Kong, Macao, and Taiwan in China	43	13.1
Workplace	Beijing, Shanghai and Guangzhou region	46	14
	Eastern coastal region	55	16.7
	Central and Western large and medium-sized cities	33	10
	Small and medium-sized cities	46	14
	County towns and villages	58	17.6
	Other	39	11.9
	Overseas, Hong Kong, Macao, and Taiwan in China	52	15.8

3.1. Measurement of Questionnaires

The first part adopts the scale of Lu Qin and Su Yanjie. This scale has conducted a new survey and revision of BSRI based on the situation and culture of Chinese people. A simplified version of the gender role scale was obtained, which includes 12 male items and 10 female items. The questionnaire adopts a 7-point scoring method, ranging from 1 to 7 points, representing “completely disagree” to “completely comply”, show as Table 2:

Table 2. Scale Items for Gender Roles.

Dimension	Question Items	Gender Role Cognition
Masculinization	1	Independent
	2	Analytical
	3	Leadership
	4	Adventurous
	5	Stance
	6	Ambitious
Feminization	7	Understanding
	8	Compassionate
	9	Emotion
	10	Gentle

In the second part of career choice, Hu Xiaoling used a career choice expectation questionnaire for female college students. She divides her career choices into two dimensions, namely self-development and welfare and stability factors. This scale adopts the Likert 5-point scoring method, ranging from 1 to 5, from “completely inconsistent” to “completely consistent”. The higher the score in which dimension, the more female college students tend to choose which aspect of their career. This article has selected some representative topics, show as Table 3:

Table 3. Scale Items for Career Choice.

Dimension	Question Items	Career Choice
Self development	1	High income
	2	Stable
	3	More promotion opportunities
Welfare and stability	4	Provides medical care, elderly care, and housing provident fund
	5	Highly autonomous and unconstrained
	6	Challenging

The third part uses the Contradictory Gender Bias Scale. Glick et al. developed two contradictory gender bias questionnaires in 1996 and 1999, respectively. Both scales include two subscales of hostility gender bias and goodwill gender bias, and both use the Likert 6-point scoring system. The ASI questionnaire (Ambivalent Sex Inventory)

consists of 22 questions, measuring conflicting gender biases against women, and was filled out by male participants. The AMI questionnaire consists of 20 questions, measuring conflicting gender biases against men, and was filled out by women. This study used the Chinese version of the questionnaire revised by Chen Zhixia and Xu Ronghua . Cronbach of the ASI questionnaire in this study α Cronbach for AMI questionnaire with a score of 0.775 α It is 0.842. 5 career choice related questions have been selected from the Goodwill Gender Bias Scale for job seeking, show as Table 4:

Table 4. Contradictory Gender Bias Scale.

Question Items	Gender Bias
8	Most women think they are innocent or are sexist
9	When women lose in fair competition, they complain about sexism
10	Many women are actually seeking some privileges, such as the preferential employment policy under the guise of demanding "equality"
11	Women tend to exaggerate their problems at work
12	Women tend to have a higher cultural understanding and better taste than men

Through the review of literature on gender discrimination, gender roles, and career choices, this study used a questionnaire measurement method to collect data. All the scales used were mature and have been applied in previous studies. Based on the actual situation of this study, revisions were made to complete the questionnaire measurement of gender bias, gender roles, and career choices.

This article first used Excel software to perform preliminary statistical processing on the collected data, and then analyzed the collected data using SPSS and AMOS statistical tool software. The specific steps for data statistics and analysis are as follows:

(1) Descriptive statistical analysis. Mainly through SPSS statistical software, the basic information and characteristics of female college students are statistically analyzed and organized.

(2) Reliability and validity analysis. Perform Cronbach coefficient analysis on the scale data used using SPSS software to ensure that the reliability and validity of each measurement scale and variable related dimension meet the standards.

(3) Exploratory factor analysis. Using AMOS software to analyze the structural validity of the three research variables in this article, KMO values, Bertlett's sphericity test, and corresponding factor loadings and cumulative contribution rates were used to verify whether the validity of the scale meets the standards.

(4) Confirmatory factor analysis. Using AMOS statistical software to measure the structural validity of the three research variable scales in this article, in order to achieve the goal of matching the research model with the data.

(5) Related analysis. Using the Pearson correlation analysis method of SPSS software to test the correlation between the three research variables in this article, laying the foundation for subsequent regression analysis.

(6) Regression analysis. Gradually conduct regression analysis and testing on the three scales and their relationships. Further testing of the indirect effects of moderating variables using the Bootstrap method through regression analysis to examine the moderating effect of gender roles.

3.2. Discussion on The Regulatory Role of Gender Roles

In previous studies, gender roles were generally studied as independent variables on career choice behavior, and were rarely included as moderating variables in the model. Therefore, this study introduced gender roles as a group variable as moderating variables to explore the relationship between risk propensity and career choice. After testing, it was found that gender roles have a moderating effect.

When gender roles are feminized, there is a strong moderating effect between the welfare and stability dimensions of gender discrimination expectations and career choices. That is to say, female job seekers with a feminized type are more likely to choose careers with stronger benefits and stability, as they perceive gender discrimination more strongly. This is because the feminization type itself has delicate, gentle, and emotional characteristics, and this type of female characteristics is more prominent. They belong to the “traditional type” of women, who are generally more introverted, have a more delicate mind, are more sensitive to gender discrimination, and prefer a stable and conservative life and career.

When gender roles are masculine, they have a strong moderating effect on gender discrimination expectations and self-development in career choices. That is to say, male oriented female college students have a higher level of perceived gender discrimination and are more likely to choose career choices for self-development. This is because the masculinized type possesses male strength, ambition, stronger interpersonal skills, and lower levels of depression and symptoms. So, when male oriented female college students feel their gender bias, compared to seeking stable jobs, they are better able to adapt to the current changing environment, transform unfavorable conditions into favorable conditions, start from themselves, and pay more attention to career development in career choices.

In recent years, gender roles and attitudes have received increasing attention from scholars. In China, there are many studies on gender differences in career choices, but there is less attention paid to the types of gender roles for female job seekers. Therefore, this article studies the career choices of female job seekers with different gender role types, with the aim of better understanding their personality traits and psychological changes, providing precise strategies for different types of female job seekers, implementing guidance on different career types and principles, and providing corresponding practical assistance. Thus, by analyzing and enriching research on gender roles, we can enrich the relevant theories of women’s career development and choices. After research, this article concludes that gender discrimination expectations have a certain impact on the career choices of female job seekers. At the same time, the moderating effect of gender roles also leads to changes in the career choices of female job seekers. After studying, this article summarizes the following practical significance and provides suggestions to help female job seekers find better employment.

3.2.1. Helps female job seekers make clear judgments and perceptions of their career choices

With the continuous acceleration of social transformation, the division of labor in professional society is becoming increasingly “de-gendered”, and society should also provide more openness and tolerance for women’s career and development. The gender perspective not only acknowledges the differences between men and women in social relations and culture, but also emphasizes the need for equal and coordinated development between the sexes. From this perspective, it is beneficial to objectively

view the gender characteristics and advantages of women, and help female college students make the best career choices that suit themselves. From an individual perspective, female job seekers need to make a correct prediction of the current employment situation and risks when making career choices, improve their ability to resist employment risks, and actively engage in psychological development. It is necessary to clarify one's career goals and ideal vision, and choose a suitable career and position based on factors such as interests, abilities, and personality traits. We should not blindly pursue stable factors, avoid risks, and focus too much on certification and other types of exams, resulting in blindly following the trend and ignoring our true thoughts. Female job seekers should think rationally about the real situation and try to avoid being influenced by traditional career choices when choosing a career. At the same time, female job seekers can combine various methods and channels to timely and systematically assess various risks in future employment, and make early responses. Actively strive to improve one's own quality, increase employment success experience, reduce the risk of employment due to the epidemic, thereby continuously enhancing employment confidence and confidence in the context of the epidemic, and realizing the maximization of one's own needs and value.

3.2.2. Helps to broaden the content and system of employment guidance for female job seekers by the country and universities

At present, the “post-95s”, “post-00s”, and even “post-10s” have become the main force in job seeking. These women who have grown up in the new era have more open mindedness, a greater emphasis on self-worth, a more independent personality and qualities, and a more mature psychological development compared to their peers. They have new expectations and ideas for their career choices and development. So, this warns that universities and countries should inject new content and methods into employment guidance based on the current employment environment, abandon more traditional employment guidance content, in order to bring practical help to contemporary female job seekers. At present, in the relevant tests of career choice, the evaluation is mainly based on the job seeker's career interests and personality traits, without considering the role of gender roles and awareness in career choice. However, the gender roles of contemporary female job seekers are quietly changing, as women gradually acquire the traits found in men, becoming more independent, independent, and strong. At the same time, they also want to receive the respect and achieve self achievement they deserve in society. In employment guidance, incorporating gender role tests can help female job seekers better understand their personality and psychology, clarify the differences between their gender and gender roles, and help explain that some popular terms such as “female man” and “female strong person” do not necessarily conform to female characteristics, thereby increasing their self affirmation and cognition.

3.2.3. Helping the government and the state build new institutional guarantees for women's career development

After graduating from school and entering the workforce, women's identities undergo a transformation, and the risks and pressures they bear are constantly increasing. At the same time, the recession in various industries and layoffs in employers under the background of the epidemic have posed significant obstacles and adverse effects on the employment and job seeking of female job seekers. Female job seekers still have a relatively low ability to face and resist the employment risks

brought by the epidemic, and the issue of female employment and career development has become particularly prominent in the context of the epidemic. This requires the government and the state to establish and improve a comprehensive and new system for women's career development in the new context, providing reliable guarantees for female college students and women's job seeking, employment, and career development, and increasing women's risk resistance coefficient during the epidemic. Fertility is one of the most important aspects of women's lives, and the government and state should improve relevant welfare policies to reduce economic losses caused by childbirth for women, and take the initiative to bear risks and costs for women. Through the establishment and implementation of a reproductive system, enterprises can not only reduce gender discrimination and segregation against women, but also continuously recognize and leverage the unique advantages and qualities of female job seekers, providing them with fair competition opportunities similar to men in certain industries and positions. Enterprises can also draw on the commonly used flexible work system abroad to provide space for female employees to take care of their parents, raise children, and manage their daily lives, allowing women who cannot adhere to full-time work to have more flexible working hours. The government and the state have established a new type of institutional guarantee to help female college students and women resist employment risks, which is conducive to the healthy development of women's career.

4. Conclusions

This article, after reviewing existing literature and starting from the social cognitive career theory and the contradictory gender bias model, first explores the impact of gender discrimination expectations on career choices. Subsequently, gender roles were selected as moderating variables to further explore the impact of perceived factors on career choice under the regulation of gender roles. Finally, a theoretical model of this article was constructed, and the following conclusions were drawn: gender discrimination expectations are negatively correlated with career choice; Gender role types positively regulate the relationship between gender discrimination expectations and career choices. Among them, feminized gender role types have the strongest moderating effect on the welfare and stability of risk propensity and career choice, while masculinized gender role types have the strongest moderating effect on the self-development of risk propensity and career choice.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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