

A Study on the Employment Guidance Strategy of Colleges and Universities Based on the Employment Situation of Fresh Graduates

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Abstract: In order to enable colleges and universities to provide targeted employment guidance to college students and better carry out career planning courses, this paper analyzes the employment pressures and causes of fresh graduates, such as worrying about no internship experience, worrying about insufficient communication skills during interviews, and worrying about not understanding employment policies, based on a questionnaire survey on the employment situation of 339 graduates of Xi'an University of Finance and Economics in 2024. In order to better improve the effectiveness of employment guidance, help college students make better employment choices.

Keywords: employment situation, employment guidance, questionnaire survey, fresh graduates

Introduction

As the employment situation for college graduates becomes increasingly challenging, how to effectively enhance the effectiveness of employment guidance and help students make informed career choices has become an important issue in current higher education. Taking the 2024 graduates of Xi'an University of Finance and Economics as an example, this paper deeply analyzes the employment pressures, expectations, and needs for employment guidance among fresh graduates through a questionnaire survey. The research aims to explore ways for colleges and universities to provide precise employment guidance services tailored to graduates, strengthen psychological guidance for employment, and enhance vocational skills training, in order to provide useful references and strategic suggestions for promoting high-quality and full employment among college graduates.

1. Research and analysis on the employment situation of fresh graduates

The 2024 "Government Work Report" states, "We should strengthen policy measures to promote youth employment and optimize employment and entrepreneurship guidance services." Constructing a comprehensive employment support system and systematically carrying out employment support work for college graduates is not only a key measure to achieve high-quality and full employment of college graduates but also a practical need to stabilize the employment base and effectively safeguard and improve people's livelihood^[1]. Based on this, this paper takes the 2024 graduates of Xi'an University of Finance and Economics as the research object to conduct an employment situation survey, sorts out the employment expectations, sources of employment pressure, and desired employment guidance during employment selection for fresh graduates, and puts forward strategies and suggestions for college employment guidance work.

1.1 Design and implementation of the employment survey questionnaire

This questionnaire addresses issues related to the employment situation, employment pressure, employment

expectations, and employment guidance of graduates, quantifies the issues using the Likert scale method, and adopts the approach of "clarifying research purposes—determining research objects—defining research content—summarizing and sorting out results." The questionnaire consists of five parts with 32 questions.

1.2 Reliability and validity analysis

This paper uses Cronbach's α for reliability testing, and the reliability coefficient of the overall scale and the reliability coefficients of each dimension are all above 0.8. Therefore, the overall scale and sub-scales have high internal consistency, indicating that the scale used in this study has high reliability.

Table 1 Reliability Coefficients of the Overall and Each Dimension of the Employment Intention Survey Questionnaire for Current Students

	Overall Scale	Factor Attention	Employment Pressure	Employment Guidance
Number of Items	27	10	7	10
Cronbach's α	0.951	0.900	0.832	0.902

This study uses exploratory factor analysis to test the structural validity of the survey questionnaire, evaluates the structural validity of the questionnaire based on the KMO statistic and Bartlett's Test of Sphericity, and the KMO value of the overall scale is 0.954, indicating that the questionnaire has good validity.

Table 2 KMO and Bartlett's Test of Sphericity

KMO Sampling Adequacy Test	0.954
Approximate Chi-Square	4771.213
Bartlett's Test of Sphericity	Degrees of Freedom
	351
	p
	.000

2. Analysis of sources and causes of employment pressure for college students

2.1 Fear of uncertain employment prospects

In this survey, regarding concerns about uncertain employment prospects, 156 students believed it was basically or somewhat applicable to their situation, accounting for 46.01% of the total; a total of 204 students had varying degrees of concern about employment prospects. Whether college students have confidence in their employment prospects and can make clear judgments is related to whether they can make adequate judgments about employment^[2]. Due to the cyclical fluctuations of the economy directly affecting the capacity of the employment market, during economic downturns or adjustments, corporate expansion slows down, and new job positions decrease.

2.2 Fear of lack of competitiveness in one's own major

Analysis shows that 61.65% of college students have varying degrees of concern about the employment competitiveness of their majors. The lack of professional competitiveness creates various problems for college students when facing job searches, thereby increasing the difficulty of finding jobs. The reasons for this phenomenon include: mismatch between market demand and professional skills. With rapid industry changes and continuous technological advancements, the market demand for certain majors is shrinking or changing, while the higher education system may fail to adjust curriculum settings in a timely manner to adapt to these changes.

2.3 Fear of not meeting parents' expectations in job selection

According to the survey, 62.24% of college students consider their parents' expectations when job seeking. This is attributed to family expectations in Chinese culture, where parents have high hopes for their children's success and may prefer certain professions. Additionally, social pressure and the concept of 'face' in Asian cultures play a role, as parents often view their children's careers as a reflection of their own status. Thirdly, inter-generational communication and differences in understanding. The changing times have led to shifts in values and career perceptions, with younger

generations possibly pursuing personal interests and work-life balance more aggressively, while their parents' generation may prioritize stability and societal recognition. Inadequate communication or discrepancies in understanding can cause students to fear that their career choices will not be comprehended or accepted by their parents.

3. Analysis of college students' employment expectations and guidance

3.1 Analysis of employment expectations

Economic foundation determines the superstructure. For college students entering the workforce, salary directly relates to meeting basic living needs and achieving financial independence. Good benefits, such as health insurance, retirement plans, and paid leave, are important indicators of quality of life and reflect corporate care and respect for employees. With rising living costs and increasing consumer standards, students' expectations for starting salaries are also growing, hoping to accumulate capital for future milestones like homeownership, marriage, and child-rearing. Personal career development is part of long-term planning, with students seeking positions offering clear advancement paths.

3.2 Analysis of employment guidance for college students

In the information age, while information is abundant, effectively filtering job information that matches one's major, interests, and abilities is challenging. Precise employment information helps students avoid applications and focus on targeted job applications. Accessing the latest employment news, such as job openings, industry trends, and corporate recruitment information, enhances job search efficiency and ensures timely applications. Utilizing various information channels, like university career services, specialized job websites, social media, and industry conferences, broadens horizons and increases employment opportunities.

4. Improvements in college employment guidance

4.1 Understanding student needs for precise guidance services

First, diversify employment guidance resources. Tailor a series of specialized lectures based on student majors and market demands, covering employment market trends, job prospects in specific fields, practical interview skills, mental health adjustment, national employment and entrepreneurship policies, and in-depth analysis of career paths across industries^[3]. Continuous follow-up and one-on-one guidance ensure each student receives customized advice and planning aligned with their interests, abilities, and market needs, laying a solid foundation for future employment. Third, dynamically monitor and respond to employment preferences^[4]. Regularly conduct surveys on employment intentions, collecting and analyzing trends in students' preferences for job locations, positions, and knowledge needs. Adjust guidance strategies based on survey results, offering targeted lectures or personalized consultations to help students clarify their positions, adjust employment expectations reasonably, and ultimately secure ideal jobs.

4.2 Integrating student characteristics into career value education

First, provide individualized and systematic career planning guidance. Given student diversity, design a comprehensive yet tailored career planning system. Offer systematic planning education to all students, teaching universal career exploration methods and decision-making skills, while providing customized for different student groups based on majors, backgrounds, genders, and regions, helping them objectively analyze their conditions, identify strengths and weaknesses, and set employment goals aligned with personal interests and societal needs. Second, comprehensively integrate career value education. Incorporate career value cultivation into daily education, such as orientation, themed group activities, class meetings, volunteering, and social practice, using vivid examples and practical activities to subtly guide students toward correct career values.

4.3 Understanding student psychology for employment guidance

First, foster a positive employment mindset. Through phased psychological support and career guidance, gradually build students' employment confidence^[5]. For freshmen, introduce major prospects to stimulate career interest and early planning awareness. For sophomores and juniors, strengthen employment market analysis and guide detailed career planning. For seniors, focus on practical job search skills, stress management, and simulated interviews to enhance

practical experience, helping them manage employment anxiety and develop a positive employment outlook. Second, deepen self-awareness education integration. Integrate self-awareness enhancement into daily ideological education and employment services through diverse methods like interactions, personalized lectures, and professional counseling, enabling students to comprehensively understand themselves, including personality traits, ability tendencies, and career interests, laying a solid psychological foundation for each career step.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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