

A Study on the Psychological Phenomenon of “Slow Employment” and Its Enhancement Strategies among College Students in Higher Vocational Colleges and Universities

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Abstract: With the increasingly fierce competition in the job market, the phenomenon of "slow employment" among graduates from higher vocational colleges has gradually become a focus of social concern. This phenomenon is not merely a delay in employment but rather reflects the complex mindset and multiple considerations of graduates in their job choices. Behind the "slow employment" is the graduates' confusion about career planning, uncertainty about the job market and exploration of self-worth. This paper analyzes the causes of the phenomenon of "slow employment" from the psychological level, and explores the psychological factors behind it. Such as lack of clear guidance and confused employment decisions, specialization deviates from the market demand and creates a psychological gap, limited employment avenues and increased choice anxiety, insufficient psychological support and escape from employment stress. It also puts forward the strategies of improving the employment guidance system and strengthening the support of employment services; optimizing the setting of disciplines and majors and docking the changes in market demand; deepening the integration of school-enterprise cooperation and broadening the channels of employment and entrepreneurship; and paying attention to the students' psychological health and effectively alleviating the pressure of employment.

Keywords: Higher Vocational Colleges and Universities; College Students; “Slow Employment” Phenomenon; Psychological Causes; Enhancement Strategies

1. Introduction

In today's fast-changing social environment, the employment paths of graduates of higher

vocational colleges and universities show a diversified trend, especially the phenomenon of “slow employment” in recent years. This phenomenon is not a simple employment delay, but reflects the complex mentality and multiple considerations of graduates in their employment choices. Behind the “slow employment” is the graduates' confusion about career planning, uncertainty about the job market and exploration of self-worth. They may be confused by the lack of clear career goals, the mismatch between their majors and the market demand, or they may choose to avoid it temporarily due to the employment pressure. Therefore, an in-depth discussion of the psychological causes of the phenomenon of “slow employment” in higher vocational colleges and universities as well as the strategies for its enhancement is of great significance in understanding the employment mentality of graduates, optimizing the employment guidance services, and promoting the successful employment of graduates^[1].

2. The Significance of the Phenomenon of “Slow Employment” of College Students in Higher Education Institutions

In the fast-paced society, the employment pressure is increasing, and “slow employment” provides a buffer period for students, so that they can have more time for self-knowledge and career planning. The rise of this phenomenon means that students are no longer blindly pursuing quick employment, but are more focused on personal growth and career development. Through “slow employment”, students can gain a more in-depth understanding of their interests, strengths and career plans, so as to find jobs that are more suitable for them. The accuracy of self-knowledge and career orientation not only improves students' employment satisfaction, but also reduces career mismatch and frequent job-hopping, which is conducive to the stable development of personal

career. At the same time, the phenomenon of “slow employment” also reflects the transformation of the educational philosophy of higher vocational colleges and universities. Schools are no longer simply pursuing the employment rate, but pay more attention to the overall development of students and long-term career planning. This human-oriented education concept helps to cultivate high-quality talents with a greater sense of social responsibility and innovative spirit. In addition, “slow employment” also helps to alleviate the employment pressure of society [2]. Students are not eager to join the workplace after graduation, but choose to continue their education, internships or volunteer services to improve their comprehensive quality, which not only lays a solid foundation for the future career, but also reduces the employment burden of society to a certain extent.

3. Psychological Causes of the Phenomenon of “Slow Employment” of College Students in Higher Vocational Institutions

3.1 Lack of Clear Guidance and Confusion in Employment Decision Making

In higher vocational institutions, due to the lack of clear employment guidance and career planning, students feel confused and helpless when they face employment decision making. This kind of confusion not only comes from the lack of knowledge of social reality, but also lies in the ambiguity of personal orientation and career planning. Without professional guidance, it is difficult for graduates to accurately assess their own interests, abilities and strengths, as well as to fully understand the development prospects and market demand of different industries and positions. Therefore, when making employment choices, they hesitate, worrying whether their decisions are wise and whether they can adapt to future career development. This state of confusion not only affects the employment speed and quality of graduates, but also may make them miss the career opportunities suitable for them, thus placing them in an unfavorable position in the job market [3].

3.2 Specialization Deviation from Market Demand, Resulting in Psychological Gap

A serious problem faced by graduates of higher education institutions is the mismatch between their majors and market demand, and this

deviation not only affects their employment prospects, but also leads to a profound psychological gap. When graduates find that the specialty they have carefully chosen and invested a lot of time and energy in learning is difficult to find corresponding job opportunities in the job market, they will feel great loss and frustration. This psychological discrepancy is mainly due to the huge gap between the expectations of personal career development and the reality, which makes them confused and uneasy about the future. One may question whether one's educational experience is correct or even doubt one's career choice and ability. This state of mind has dealt a heavy blow to graduates' self-confidence and career development motivation, which in turn affects their willingness to actively seek job opportunities and fall into the state of “slow employment”.

3.3 Limited Employment Channels and Increased Choice Anxiety

In the traditional concept, many students limit their employment channels to campus recruitment, social recruitment and other common methods, however, the competition in these channels is getting more and more intense and the opportunities are relatively limited. Especially in the current economic situation, the competition in the job market has become more white-hot, and many popular positions have attracted a large number of job seekers, which makes graduates of higher vocational colleges and universities feel pressured in the process of job searching. They are worried that their academic background or professional skills cannot stand out among the many job seekers, and they are afraid of missing a good opportunity. This concern about narrow employment channels and fierce competition makes them hesitate and anxious when choosing a career. In addition, while emerging employment channels such as online recruitment and self-employment offer more possibilities, they are still full of unknowns and challenges for some graduates. They may lack the appropriate experience and resources to explore these new channels, thus further exacerbating choice anxiety [4].

3.4 Insufficient Psychological Support and Escape from Employment Pressure

In the fast-paced and high-pressure employment

environment, graduates not only need to cope with all the challenges from the outside world, but also have to bear the anxiety and uneasiness within themselves. However, when they seek help and support, they often find that the resources available are very limited. At the school level, although career guidance services are available, they focus more on providing employment information and skills training, while attention to students' mental health is relatively weak. At the family level, parents may expect their children to find an ideal job quickly, but neglect their psychological needs and pressure in the process. In the social environment, although various psychological counseling agencies exist, these resources are often costly and out of reach for fledgling graduates. In this lack of adequate psychological support, some graduates choose to escape from the pressure of employment, temporarily relieving their inner anxiety through procrastination, indulgence in the virtual world or over-reliance on family members. However, this kind of escaping cannot really solve the problem, but may make them miss the opportunity of growth and development^[5].

4. Improvement Strategies for the Phenomenon of “Slow Employment” of College Students in Higher Vocational Colleges and Universities

4.1 Improve the Employment Guidance System and Strengthen the Support of Employment Services

Many students in higher vocational colleges and universities often lack a clear understanding of their future career planning, and are unable to effectively combine what they have learned with their actual career development. Therefore, higher vocational colleges and universities need to build a set of systematic and scientific employment guidance courses. Such courses should be integrated into students' study life from the beginning of their enrollment to help them gradually clarify their career interests, advantages and goals. The contents of the courses should cover career planning, resume making, interview skills and other aspects, so as to make students more comfortable in the job-seeking process and effectively enhance their competitiveness. For example, through the career planning course, students can learn how to formulate reasonable career goals according

to their own situation; while the training of resume making and interviewing skills can help them stand out from the crowd of job seekers and win the favor of enterprises. In addition to the curriculum, higher vocational institutions should also set up a specialized career guidance center to provide more professional services for students. The center not only provides one-on-one career counseling to answer students' questions in the job-seeking process, but also organizes a variety of employment-related seminars, workshops and job fairs on a regular basis. These activities can enable students to have a more intuitive understanding of the latest trends in the job market, build a bridge for them to communicate with potential employers, and obtain more job information and employment opportunities. In addition, higher vocational institutions can also make use of modern technology, such as establishing an online employment service platform to provide students with real-time job information, online resume delivery and career planning tools. With the help of the platform, it can not only improve the efficiency of information transmission, but also help students manage their job search process more conveniently. By improving the employment guidance system and strengthening the employment service support, higher vocational institutions can help students better understand the job market and make reasonable career planning, thus improving the speed and quality of employment^[6].

4.2 Optimize Discipline and Specialty Settings, Docking Changes in Market Demand

As an important base for cultivating high-quality skilled personnel, the reasonableness of its discipline and specialty settings is directly related to the employment quality of graduates and social acceptance. In view of the phenomenon of “slow employment” of graduates of higher vocational colleges and universities, optimizing the setting of disciplines and majors so that they can more closely match the changes in market demand is a key measure to enhance the competitiveness of graduates in employment. First of all, higher vocational colleges and universities should conduct in-depth market research to accurately grasp the development trend of the industry and the actual needs of employers. By regularly organizing activities such as industry seminars and enterprise symposiums, industry experts and enterprise

representatives are invited to participate in the discussion and collect first-hand market information. At the same time, modern information technology means such as big data and cloud computing are utilized to analyze the employment market in depth and predict the trend of talent demand in the coming period. Secondly, based on the results of market research, higher vocational colleges and universities should comprehensively sort out and evaluate the existing disciplines and specialties. For professions with shrinking market demand and bleak employment prospects, they should be adjusted or eliminated in time; for professions with strong market demand and broad development prospects, they should increase investment and optimize the curriculum and teaching content. At the same time, higher vocational colleges and universities should pay attention to the development dynamics of emerging industries, actively open majors or courses related to emerging industries, and cultivate skilled talents with foresight and innovation ability. Finally, higher vocational colleges and universities need to set up a set of perfect academic and professional evaluation mechanism, regularly evaluate the existing majors, and timely adjust the professional settings and teaching plans according to the evaluation results. In this way, the school can ensure that the opened specialties are always synchronized with the market demand, to avoid the situation that the training of talents is out of step with the market demand^[7].

4.3 Deepen the Integration of School-enterprise Cooperation and Broaden the Channels of Employment and Entrepreneurship

School-enterprise cooperation can not only provide students with more practice opportunities, but also help them better understand the market demand and open the door to broader employment and entrepreneurship. First of all, higher vocational colleges and universities should strengthen in-depth cooperation with enterprises and jointly develop talent training programs. By inviting enterprise experts to participate in the curriculum, teaching program development and other aspects, to ensure that the teaching content is closely aligned with market demand. At the same time, schools can build practical training bases with enterprises, so that students can

practice and exercise in the real working environment, and improve their professional skills and practical operation ability. This in-depth mode of school-enterprise cooperation not only helps students better master professional knowledge, but also allows them to adapt to the workplace environment in advance. Secondly, higher vocational colleges and universities should actively promote students' internship and practical training in enterprises and establish a stable school-enterprise cooperation mechanism. By signing cooperation agreements with enterprises and arranging short-term or long-term internship training in enterprises, students can experience the culture of the workplace and understand the operation process of enterprises. In the process of internship, students can combine the theoretical knowledge they have learned with practical work, find problems and solve them, so as to improve their comprehensive quality and employment competitiveness. In addition, internship training can also help students establish career networks and create more opportunities for future employment. Finally, higher vocational colleges and universities should encourage and support students to participate in innovation and entrepreneurship programs, and work with enterprises to carry out technology research and development and marketing. Schools can set up innovation and entrepreneurship funds to provide students with start-up capital and resource support, while inviting enterprise experts to serve as entrepreneurship mentors to provide students with guidance on market analysis and business model construction. By participating in innovation and entrepreneurship programs, students can exercise their innovative thinking and practical ability, and also accumulate valuable entrepreneurial experience, laying a solid foundation for their future career development^[8].

4.4 Pay Attention to Students' Mental Health, Effectively Alleviate Employment Pressure

Facing the fierce competition in the job market and the confusion of their own career planning, students often feel isolated and helpless, therefore, higher vocational colleges and universities, families and the society should make joint efforts to build an all-round psychological support system to effectively alleviate the employment pressure of students ^[9].

First of all, higher vocational colleges and universities should increase the investment in mental health education and establish a perfect mental health education system. In addition to regular mental health education courses, special psychological counseling centers should be set up with professional psychological counselors to provide personalized psychological counseling services for students. The counselors should conduct regular mental health lectures and workshops to popularize mental health knowledge and guide students to correctly understand and cope with employment pressure. At the same time, schools should encourage teachers to participate in mental health education and integrate mental health education into their daily teaching to form a favorable atmosphere of whole-person education. Secondly, families should become an important support for students' mental health. Parents should change the traditional concept, not only pay attention to their children's employment results, but also care about their psychological needs and growth process. Parents should take the initiative to communicate with their children, understand the difficulties and challenges they encounter in the employment process, and give them emotional support and encouragement. At the same time, parents should also guide their children to establish a correct outlook on employment and life, and help them build up a positive mindset and self-confidence. Finally, society should also take up the corresponding responsibility to provide graduates with more resources for psychological support. The government should increase its support for the psychological counseling industry and lower the cost of psychological counseling services so that more graduates can enjoy professional psychological counseling services. At the same time, all sectors of society should work together to create a favorable atmosphere of concern for graduates' mental health, and raise public awareness of and concern for graduates' mental health problems through media publicity and public welfare activities. Through the joint efforts of schools, families and society, we can provide graduates with sufficient psychological support and guidance to help them overcome their inner fears and uneasiness and face the challenges of employment with a more positive mindset^[10].

5. Conclusion

Through the psychological analysis of the

phenomenon of "slow employment" of college students in higher vocational colleges and universities, we reveal the deep-seated reasons behind the phenomenon and put forward targeted improvement paths. These suggestions not only help graduates of higher vocational colleges and universities to find suitable jobs more efficiently, but also promote the close integration of higher vocational education and market demand, thus promoting the harmonious development of the whole society. It is hoped that all higher vocational colleges and universities can actively adopt these suggestions, continuously improve the education system and enhance the quality of education, so as to provide stronger support for the employment and development of graduates, and enable them to realize their self-worth while contributing to the progress of society.

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