

# Analysis of the Current Situation and Factors of University Employment Guidance Based on College Students' Employment Intentions

Yuzhuo Wei

Lanzhou institute of Technology, Lanzhou, Gansu, China

**Abstract:** From the perspective of college students' employment intentions, this research conducts an in - depth analysis of the current status of the employment guidance mechanisms for university students in the new era. In the face of a severe overall employment situation, traditional employment guidance often encounters information barriers and the significant shortcoming of a "one - size - fits - all" approach. Through the design and distribution of questionnaire surveys and in - depth individual interviews, this study comprehensively examines the actual employment expectations, the core factors emphasized in job selection, and the preferences for information channels among the new - era university students, specifically the "post - 2000s" generation. The results indicate that the existing guidance mechanisms have issues such as inaccurate comprehension of students' intentions and insufficient personalized implementation. Multiple factors, including the macro - environment, constraints on the university supply - side, and individual student cognition, jointly lead to the misalignment between intentions and mechanisms. This research offers clear directions and empirical data support for the further optimization of university student employment guidance mechanisms.

**Keywords:** Employment Guidance Mechanism; Empirical Investigation; Influencing Factors; Employment Intentions

## 1. Introduction

### 1.1 Research Background and Significance

Employment represents the most significant livelihood project and a project that wins public support. Currently, China is in a crucial stage of economic restructuring and industrial upgrading,

and college graduates are confronted with a severe employment situation. Relevant research indicates that the employment environment, employment awareness, and employment ability jointly constrain the employment choices of college graduates. At present, contemporary college students exhibit notable characteristics in their employment values and employment intentions. Nevertheless, traditional employment guidance often lags behind and struggles to meet the diversified employment needs of contemporary college students. This research commences from the micro - perspective of "college students' employment intentions" and relies on in - depth investigations to precisely understand the dynamic changes in students' employment intentions, thereby enhancing the pertinence, applicability, and effectiveness of college employment work.

### 1.2 Overview of Domestic Research Status

In recent years, domestic scholars have carried out extensive research on the employment intentions of college students. Meng, analyzed the current situation of employment intentions and its influencing factors, taking Shanghai Maritime University as a case study [1]. Wang et al. conducted comprehensive questionnaire surveys [2]. In terms of mechanism optimization, Zhang et al. proposed exploring the mechanism for enhancing the employment ability of college students under the classified guidance model [3].

### 1.3 Research Content

(1) Conduct a comprehensive investigation into the genuine employment intentions and core demands of contemporary college students. This project will precisely capture the dynamic evolutionary characteristics of college students in career planning, job - selection orientation, and information acquisition channels through scientific questionnaire surveys and in - depth interviews. It will also conduct a profound

analysis of the underlying motivations leading to the deviation of their values and carry out a comprehensive diagnosis and examination of various pain points in the current college employment guidance work.

(2) Conduct an in - depth analysis of the multidimensional factors influencing employment intentions and guidance effectiveness. This research will conduct a systematic causal analysis from multiple levels, including the employment uncertainty caused by the macroeconomic environment, the lack of market sensitivity in resource allocation and curriculum setting on the college supply side, and the deviation of students' self - cognition and psychological expectations. It will focus on exploring the reasons for the serious "misalignment" between the current college employment guidance mechanism and students' actual job - selection needs and conduct in - depth discussions on how to break down the long - standing information barriers between teachers and students.

## **2. Definition of Core Concepts and Theoretical Basis**

### **2.1 Definition of Core Concepts**

The employment intentions of university students are crucial fundamental data that directly reflects the current the career - psychological propensities of university students. Specifically, it comprehensively encompasses students' overall employment anticipations for their future careers, the core elements they prioritize when selecting a job, and their profound subjective comprehension of the crucial factors for job success. These subjective understandings transcend mere expectations of material remuneration; they also profoundly incorporate comprehensive deliberations on personal long - term development potential, the corporate work milieu, and job stability. If educators aim to provide scientific guidance, they must rely on in - depth exploration and analysis of this fundamental data to precisely and clearly delineate the students' most authentic and dynamic requirements.

The university student employment guidance mechanism pertains to an extensive and comprehensive management system meticulously constructed by universities to optimize the overall guidance trajectory. This

mechanism system primarily comprises a series of specific operational modules: First, the underlying information management module, which necessitates the centralized integration of job - related information through the establishment of a shared platform; second, the in - depth personalized support module, which fully implements and conducts "one - person - one - policy" specialized guidance, based on the principle of clearly categorizing students with diverse needs and characteristics and promptly implementing highly targeted support strategies for them; finally, the scientific value guidance module, where universities need to rely on daily ideological education channels to help students reshape rational career choices, truly aligning their subjective employment expectations with the actual needs of the objective external market, thereby steadily improving the overall quality of employment services.

### **2.2 Relevant Theoretical Basis**

A more in - depth exploration of the core connotations of career - planning - related theories indicates that this theoretical system offers extremely crucial underlying logical support for the entire employment guidance work. By comprehensively introducing career - planning - related theories, university counselors in front - line teaching and management positions can more effectively assist the large number of new - era college students in deeply reshaping their self - awareness. If students lack a clear definition of their own career interests, personality traits, and professional abilities, young teachers can employ a series of scientific assessment tools within this theoretical framework to fully explore and stimulate students' inherent career potential. This systematic guidance approach can steadily help students clarify their accurate positioning in a complex external environment, laying a solid foundation for formulating a long - term and reasonable career path.

Simultaneously, the supply - and - demand matching theory plays an indispensable role in optimizing the guidance mechanism. Guided by this theory, universities need to more accurately grasp the Continuously monitor the evolving employment intentions of university students and conduct in - depth matching with the actual job requirements put forward by employers. When the quantity of suitable positions in the market shows a significant deviation from

students' subjective employment expectations, university employment service departments should promptly detect this abnormal data fluctuation. At this juncture, young teachers are required to accurately identify students with cognitive biases based on the pre - established and dynamically updated data records, and promptly offer targeted intervention and correction. By continuously optimizing this two - way matching mechanism and effectively implementing detailed employment promotion measures, the waste of educational and human resources can be minimized, ultimately attaining a high - level fit between supply and demand.

### **3 Current Situation of the Employment Intentions of Contemporary College Students and an Examination of Existing Guidance Mechanisms**

#### **3.1 Survey Execution**

This survey mainly targeted students from the classes and colleges where the faculty members of the research team were employed. Based on a review of relevant literature, questionnaires and in - depth interview outlines were formulated, with a focus on the changes in college students' employment outlooks in recent years.

#### **3.2 Analysis of the Characteristics of Contemporary College Students' Employment Intentions**

Through meticulous collection of questionnaires and in-depth interviews, the research team comprehensively, a large-scale preliminary investigation has been completed. The final objective survey data clearly indicates that the overall employment expectations of the new generation of on-campus college students have shown a significant trend of diversification. In terms of specific manifestations, after in-depth classification of student groups with different internal demands, it is found that a considerable number of students, due to their excessive pursuit of future career stability and social status security, show a strong inclination to take the civil service examination [4] during the job-selection process. Meanwhile, some students, due to the lack of clear long-term future planning or the desire to temporarily evade the intense social competition pressure, present a stubborn negative attitude towards slow or delayed employment.

Moreover, a deeper analysis of the core dimensions that college students value in job-selection reveals a new characteristic distinct from the traditional concept. Besides basic material salary indicators, they increasingly emphasize whether they can have a broad long-term personal development space within external employers. This shifting preference reflects an evolving gap between graduates' psychological expectations and traditional workplace trait preferences [5]. Simultaneously, this new generation of college students attaches great importance to achieving a reasonable balance between daily work and personal life, and puts forward more stringent comprehensive requirements for the corporation. Students meticulously assess whether the corporate culture of employers aligns with their internal values.

In terms of the preferred channels for acquiring external recruitment information, when students need to gather authentic job - related data, compared to traditional offline campus recruitment activities and poster exhibitions, contemporary university students are more prone to leveraging various emerging internet - based social media platforms and highly specialized job - hunting websites for targeted searches. This necessitates that universities and front - line young teachers promptly break away from traditional and inflexible thinking models and rely on advanced internet tools to comprehensively integrate the highly fragmented online employment data.

#### **3.3 Analysis of Issues in the Current University Student Employment Guidance Mechanism**

In the current practical employment process, a prominent issue is the substantial information gap between teachers and students, leading to a lack of precision in comprehending the students' intentions. Moreover, although many universities have put forward the "one - policy - per - student" approach, the guidance measures lack personalization and often remain at a superficial level. Simultaneously, there exists a certain disjunction between the existing employment value guidance and the actual market demands.

### **4. Analysis of Factors Influencing College Students' Employment Intentions and Guidance Effectiveness**

#### **4.1 Macroeconomic Environment Factors**

Against the backdrop of the current highly complex macroeconomic situation, the profound transformations in the socioeconomic environment have consistently served as the core external driving force behind the profound changes in the employment intentions of college students in the new era. Currently, China is in a critical historical period of comprehensive economic restructuring and accelerated upgrading of traditional industries. The continuous adjustment of the macroeconomic environment and the comprehensive restructuring of the industrial system have resulted in an extremely severe and unpredictable overall employment situation for a large number of college graduates.

When the external real-market environment is fraught with various unpredictable and extreme uncertainties, the employment intentions of new-era college students such as the "post-00s" on campus, which were initially characterized by exploration and adventure, will immediately undergo a highly significant self-defensive transformation [6]. To maximize the avoidance of potential career risks posed by the external environment, a large number of students have begun to pursue career positions with higher stability and stronger welfare guarantees in a highly concentrated manner. For instance, they actively engage in preparations for various institutional positions and even regard taking the civil service examination as the optimal solution for high-quality employment [4]. This psychological defense mechanism triggered by macro-economic cycle fluctuations has not only significantly altered the original highly diversified distribution pattern of career choices but also further exacerbated job competition in specific traditional career paths. Consequently, it has presented unprecedented and substantial obstacles to the scientific and balanced routine employment guidance work of universities.

#### **4.2 Supply - Side Factors of Universities**

In the supply-side dimension of universities' own guidance services, there exist specific pain points that severely restrict the effectiveness of the overall mechanism guidance. Based on the empirical analysis of relevant surveys and countermeasures regarding the employment intentions of contemporary college students [2], it can be observed that some universities often

lack a sharp insight into the real dynamics of the external market when formulating the top-level design and content setting of the overall employment guidance courses. Many courses remain in a relatively outdated lecture stage and fail to integrate the latest industry information and real-world, multi-talented recruitment standards into their curricula. This pedagogical lag severely overlooks the cultivation of students' proactive career management skills, which are essential for navigating contemporary complex labor markets [7].

Meanwhile, front-line young teachers, namely university counselors, who play a crucial role in the entire employment service system, often lack sufficient and in-depth practical experience with external companies.

Moreover, universities have failed to effectively implement systematic and specialized training for this core teaching staff, which directly leads to... This lies in the fact that educators are unable to offer in-depth professional guidance with market-practical value when confronted with students' highly complex and individualized employment predicaments. Moreover, in the specific allocation of external job resources, some universities lack sophisticated big-data analysis platforms as underlying technical support. The limited external recruitment information they collect cannot be rapidly and precisely allocated to the target student group. This extremely sluggish resource flow significantly undermines the timeliness and vitality of the overall guidance services. This sluggish information flow further highlights the prevailing technical and structural barriers in building digital career service platforms within higher education [8].

#### **4.3 Individual Student Factors**

Apart from the objective external environment and school mechanisms, according to the findings of a special survey on employment intentions carried out at specific universities [1], numerous individual psychological and cognitive factors among university students are also crucial obstacles impeding their successful attainment of high-quality initial contract-signing intentions. In specific in-depth individual interview intervention practices, it can be directly observed that many new-era university students display significant self-perception biases. Viewed through the lens of employability as a psycho-social construct, such

cognitive biases heavily distort students' subjective adaptations and career identities [9]. For instance, students who have long been deeply engaged in hard - core technology research and development often find themselves ensnared in the aura of their absolute technical expertise when facing the real and highly complex external job market. Their purely professional psychological expectation of... Pursuing high - end research and development positions significantly diverges from the actual market supply situation within the current objective economic environment. Consequently, it overlooks the substantial real - world demand for personnel in comprehensive business representative positions and other practical positions that require a solid technical background. This pronounced disparity among individual professional competence evaluations, subjective psychological expectations, and the actual capacity of the external market, if not promptly intervened and scientifically corrected by young teachers, will further plunge this group into a negative employment mindset characterized by sluggishness and delay after repeated job - seeking failures.

#### **4.4 Analysis of the Mismatch between Intentions and Mechanisms**

Based on the aforementioned in-depth theoretical analysis and multi-dimensional practical feedback, a distinct conclusion can be reached: there exists a serious and profound objective mismatch between the actual dynamic employment intentions of university students and the existing employment guidance mechanisms of various universities. Many existing traditional mechanisms often merely focus on the overall graduation placement rate at the macro level and are inclined to complete superficial statistical work on various macro-level data, without genuinely concentrating on providing in-depth and specialized support services based on the constantly evolving underlying dynamic intention data of the student population.

The essence of this prominent misalignment exists in that the service supply side of universities and the actual demand side of students have long operated on highly disjointed and parallel paths. This gap reinforces the structural mismatch between conceptual themes of graduate employability and rigid institution-led support mechanisms

[10]. If advanced means cannot be employed to completely break down the long-standing and thick information barrier between teachers and students, and based on a profound classification and guidance model, the special guidance work of "one person, one policy" for groups with different intrinsic needs and the mechanism for enhancing college students' employment ability are not truly and thoroughly implemented [7], then all the tutoring and guidance efforts made by universities will be difficult to genuinely meet the real demands of college students in the new era.

Therefore, all subsequent mechanism optimization work must completely break this static traditional misalignment deadlock, and take the establishment of dynamic data tracking ledgers and precise personalized value matching as the core reform breakthrough points, so as to truly pave a highly customized and scientific guidance path fully in line with future development trends for every student in a period of confusion.

#### **5. Conclusion**

Currently, the existing employment guidance mechanisms in universities demonstrate significant information asymmetry and supply - demand mismatches when dealing with the diversified and dynamic employment intentions of university students in the new era. Traditional one - way lectures and extensive management models are... Traditional guidance approaches are no longer adequate to precisely capture and address the highly individualized career development requirements of students. Consequently, only by utilizing advanced technologies like digital platforms to thoroughly eliminate the long - standing information barriers between teachers and students, and attaining real - time tracking and two - way sharing of underlying intention data, can a robust foundation be established for constructing a genuinely effective guidance mechanism. On this premise, universities are required to further deepen the precise classification and guidance of "one policy per student" and consistently reinforce the guidance of rational career values, closely correlating talent cultivation with the actual demands of the external market. Only in this manner can the current supply - demand contradiction be genuinely resolved, ultimately steadily facilitating university students in the new era to

achieve high - quality and full employment objectives.

### Acknowledgments

This research is supported by the 2024 Special Project of “College Students’ Career Planning and Employment Guidance” under the 14th Five-Year Plan of Gansu Provincial Educational Science Research, entitled Research on Optimizing College Students’ Employment Guidance Mechanism and Paths from the Perspective of College Students’ Employment Intention (Project No. GS[2024]GHBZX0050).

### References

- [1] Meng Y. Investigation on employment intention of college students: A case study of Shanghai Maritime University. *Modern Communication*, 2021(09):154-156. (in Chinese)
- [2] Wang X, Xu Y, Liu L. A survey of employment intentions of contemporary college students and countermeasure analysis. *Trade Fair Economy*, 2023(08):138-142. (in Chinese)
- [3] Zhang Y, Cao L. An analysis of the mechanism for improving college students' employment ability under the classification guidance model. *Journal of College Counselors*, 2015, 7(06):68-71. (in Chinese)
- [4] Wang M, Lü Y. Research on high-quality and full employment of liberal arts students in universities: Is taking the civil service exam still the optimal solution. *College Counselors*, 2023(05):44-48+76. (in Chinese)
- [5] Donald W E, Baruch Y, Ashleigh M. The graduate employability gap: Explaining differences between graduates' expectations and employers' personality traits preferences. *Personnel Review*, 2019, 48(6): 1584.
- [6] Qin J. A study on the employment outlook and cultivation strategies of “post-00s” college students. Changchun: Jilin University, 2024. (in Chinese)
- [7] Bridgstock R. The graduate attributes we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 2009, 28(1): 31-44.
- [8] Xu C, Li M. Application of big data and digital platforms in university career services: Barriers and paths. *Labor Economics and Employment Studies*, 2023, 11(2): 145-152. (in Chinese)
- [9] Fugate M, Kinicki A J, Ashforth B E. Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 2004, 65(1): 14-38.
- [10] Tomlinson M. Graduate employability: A review of conceptual and empirical themes. *Higher Education Policy*, 2012, 25(4): 407-431.