

Research on the problems and countermeasures of psychological obstacles in employment of contemporary college students

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Abstract: *The employment of college students has always been a hot issue of social concern. In today's competitive job market, college students are faced with many challenges and difficulties, among which the psychological barrier of employment is particularly prominent. Through the observation and investigation of a large number of college students, it is revealed that there are common psychological obstacles in the employment of college students, such as self-evaluation distortion, career orientation paranoia, blind conformity and so on. These psychological barriers to employment not only affect their job search performance, it may also have adverse effects on their physical and mental health and future career development. Based on this, this study puts forward countermeasures such as setting up correct employment concepts, strengthening employment guidance and training of college students, and strengthening employment practical ability training. It is expected to provide theoretical support and practical guidance for improving the psychological state of college students in employment.*

Keywords: *Contemporary college students; Psychological barriers in employment; Employment guidance*

1. Introduction

Since 1996, by the year 2000, the state has completely stopped implementing the "unified distribution" system, and the employment mode of college graduates has fundamentally changed. The employment form of "two-way choice and independent career selection" brings opportunities and challenges to contemporary college graduates. The number of college graduates in 2024 is expected to reach 11.79 million, an increase of 210,000^[1]. The difficult employment of college graduates has become a hot issue and a difficult problem to be solved urgently. The employment pressure of college students is increasing, which leads to a series of psychological obstacles such as inferiority, imbalance and so on. This paper analyzes the causes of psychological barriers in employment and the countermeasures that should be taken in the face of psychological barriers in employment. Faced with the increasing number of college students, the society space to provide jobs for college students has become very limited. With the situation of unemployment after graduation, most common college graduates think that it is an important issue to compete for college students with the reputation of "God's favorite".

2. Causes of psychological barriers in employment of contemporary college students

2.1. The impact of the social employment environment

First, in the era of college popularization, the number of graduates is increasing year by year, which leads to the imbalance of supply and demand in the job market, resulting in the difficult phenomenon of college students' employment. If the pressure is not properly adjusted, the psychological problems of college students will increase day by day. Second, the transformation of the social and economic system has begun, especially the improvement of independent innovation capacity is the core of economic transformation. In recent years, China's economy has mainly developed in the direction of green and low-carbon, and the new energy vehicle industry has moved to a new level. The job market demands more and more comprehensive quality of college students. However, nowadays, with the increasing number of graduate students taking the entrance exam, the graduate students seize the job opportunities that should belong to undergraduates, this makes the job market put forward higher

requirements for the comprehensive quality and ability of college students, and greater pressure on the employment of undergraduate students.

2.2. Impact of college enrollment expansion

In order to realize the concept of "rejuvenating the country through science and education", colleges and universities have carried out large-scale enrollment expansion in recent years, and the number of college students has risen sharply, and the corresponding number of people flocking to the job market every year cannot be underestimated. However, the growth of job demand relative to the number of graduates is much slower, resulting in a saturated job market. Although some colleges and universities offer career guidance courses, they do not play a very obvious role in students' employment because they are not closely integrated with the current market conditions. In addition, there are also some unreasonable school curriculum and the mismatch between talent training and social demand,^[2] which cause that the enrollment of popular industries increases faster than the market demand. Sometimes it can not even adapt to the needs of social professions, and the majors set have withdrawn from the market, resulting in the embarrassing situation of unemployment for students who have not graduated.

2.3. Influence of college students' personal factors

The influence of college students' personal factors mainly has two aspects. First, after entering the university, many students will become confused and unable to find their future direction, and if their chosen major is not closely integrated with social employment, then after graduation, they will feel even more at a loss. If college students become to look for jobs, they always feel that they are not prepared enough. Poor practical ability and insufficient innovation ability are the obstacles in many college students' employment process. Due to the lack of educational resources in colleges and universities or students' own efforts, the comprehensive quality of graduates is uneven, the ability is high and low, and the requirements of social occupation are mixed. Second, there are some improper employment concepts of graduates, focusing on immediate interests and ignoring long-term development. The employment concept is more paranoid. For example, some company information will be marked with a series of unreasonable concepts, such as "non-state-owned enterprises", "foreign enterprises are not allowed to enter", "it is better to be a phoenix". Most of the students choose the southeast coastal cities and other economically developed areas for employment, resulting in many positions vacant in the central and western regions.

2.4. Influence of traditional family education concept

Besides school, family is the most important growth environment for college students, and the views of parents and other elders have a great impact on the formation of children's outlook on life and values. Inevitably, college students, especially those from rural areas, will be affected by the traditional education concepts of their families in choosing jobs and employment. It's not easy for both parents to give up a college student. Parents devote a great deal of energy and financial resources to support their children in college, so they naturally look forward to the high return of higher education, thinking that if their kids can not find a high-paying job, then it's not necessary for them to go to university. Further more, some parents hold the belief that their kids go to university just to find a stable high-paying job. This kind of thinking undoubtedly puts a lot of pressure on graduates. Obviously, the end result will not be too good. When college students encounter setbacks and obstacles in the employment process, they fail to communicate reasonably and effectively with their parents in time. Parents also do not pay attention to the pressure encountered by their children in the process of employment, resulting in psychological problems that have not been well guided and cared for, and over time they even have evolved into psychological barriers.

3. The concrete manifestation of psychological barriers in employment of contemporary college students

3.1. Distortion of self-evaluation

The employment of college students is the first step for college students to step into the society. Due to the lack of experience, insufficient understanding of the social environment and occupational requirements, college students do not understand their career goals, their needs, their values and their

abilities. Some incorrect understandings such as negative self-evaluation, excessive self-affirmation and excessive self-denial seriously affect college students' job hunting and employment^[3]. In addition, the influence of the family environment on college students cannot be ignored. Because parents have high or low expectations for their children, children often inevitably have a biased perception of themselves. Most college students can not face up to their ability, quality and the objective environment of career selection when they are employed, and they do not have an objective, sober and comprehensive evaluation of themselves. He will regard the social environment as too complicated or too simple according to his own ideas, or his own evaluation is too high or too low, and he often cannot make a clear judgment in the face of the employment environment.

3.2. Attribution of employment frustration

There is always a gap between ideal and reality, and the employment of college students is easy to produce a phenomenon of "low is not enough, high is not enough" ^[4]. In today's competitive job market, many job seekers experience varying degrees of frustration. These setbacks not only affect an individual's career development, but may also have a negative impact on their psychology and life. However, by in-depth analysis of the attribution of employment setbacks, we can better understand the problem and adopt effective coping strategies. Due to the lack of social experience, college students have high expectations for their future career and social life. For example, some college students who have graduated from prestigious universities will inevitably have a happy prediction about their career prospects and life. But the truth is that only a small percentage of them make a fortune. Once college students step into the society, the pressure from all aspects of society will inevitably bring frustration to college students. At this time, irrational attribution patterns will inevitably appear, resulting in psychological disorders.

3.3. Paranoid career orientation

When determining their career direction, college students are overly attached to a specific occupation or field, ignoring their actual ability, market demand and other possible development opportunities. In recent years, the number of applicants for arts and performing schools has been climbing. After graduation, these students basically hope to work in the entertainment industry. Because the income in the entertainment industry is very considerable, it is common to see several or even dozens of actors competing for a role on the news. Career orientation paranoia will limit the range of career choices for college students and miss other opportunities that are more suitable for them. In the process of job hunting, they may face greater competitive pressure and frustration because their goals are too narrow, which will affect their self-confidence and career development. If college students cling too much to tradition and pay too much attention to stability and salary, they will miss a lot of job opportunities. There are also some students who target their careers in prosperous cities and coastal open areas, rather than going to the central and western regions or other relatively underdeveloped regions.

3.4. Blind herd mentality

Conformity means that under the influence of the group, individuals give up their own will and adopt behaviors consistent with those of the majority^[5]. Most graduates are entering the society for the first time, and they are lack of social experience, poor independence, easy to accept hints, and are often at a loss when they encounter difficulties or obstacles in the employment process. At this time, college students are prone to blind conformity. Driven by herd mentality, college students one-sided pursuit of good jobs, hot jobs, and ignore their own reality. The profession of civil servant is a good illustration of this. Affected by the economic environment, more and more people are taking the civil service examination, and some of them are affected by herd mentality. On the other hand, college students are easy to give up their own goals, plans and interests, blindly follow the choices of others, do not know how to develop their strengths and avoid weaknesses, and ignore their competitive advantages in employment. At the same time, they neither proceed from reality, seriously analyze the main and objective factors nor make suitable employment choices for themselves.

3.5. Inferiority and conceit

In the process of job hunting, college students lack confidence in job hunting, and negative self-evaluation and other people's negative evaluation are important reasons for the formation of

inferiority complex. It is difficult for students to get positive and positive reviews from the outside world. And if they rely on self-reflection alone to try to see themselves in perspective, it is even more difficult. In the process of job hunting, some graduates have a strong sense of inferiority because they are not satisfied with their appearance, their major is not a popular major, their professional skills and specialties are not outstanding, or they are not enrolled in 211 or 985 colleges and universities. Ego is an overestimation of one's ability, level, and position in the competition. Egotism mainly focuses on the students of famous schools. Because they come from famous schools, these students overestimate themselves and have an unrealistic sense of superiority. This unrealistic self-appreciation causes them to have too high expectations and tend to overreach in job hunting. It is easy for them to talk actively in the interview of the employer, but because they give themselves too much publicity, they will probably leave the employer with a bad impression. Arrogant students often can not face their own problems, blindly estimate too high themselves, and they also cannot find accurate position which is suitable for their actual ability. In a result, all these facts will bring a kind of abnormal psychology. When choosing a job, these students can not proceed from reality, always look at the mountain high, and always give up easily some units whose development prospects are not too good or welfare benefits are not too high, which will eventually lead to frustration in employment.

3.6. Anxiety Psychology

Anxiety is a common psychological disorder in college students' employment process. In the question "Do you feel anxious about your current employment situation", 43.49% of college students feel anxious^[6]. Graduates face a variety of choices and temptations in the process of job hunting, they often feel at a loss. Besides, for college students, the lack of social experience will leads to a lack of security for the future. Worried about their future life and work, graduates hope to implement the work unit as soon as possible, determine the destination, otherwise anxiety will inevitably occur. Some students usually own bad study attitude, and they think study in school did not seriously learn professional knowledge, did not accumulate a certain practical experience such as job hunting, personal ability, psychological state and other aspects of inadequate preparation. Because of these factors, they tend to fall into anxiety about job hunting. If you are repeatedly frustrated in the process of job hunting, you will doubt your ability, lose hope for the future and escape from reality, and have anxiety about finding a job.

4. The countermeasures of psychological barriers in employment of contemporary college students

4.1. Establish a correct employment concept

Before looking for a job, college students should set up a correct employment concept, have a correct understanding of themselves, and find a job in combination with their own quality level under the current employment situation. Schools should help college students realize that employment is not only a means to make a living, but also an important way to realize self-value and social value^[7]. In addition, schools should try their best to offer employment courses that are in line with the current market demand to meet the needs of students looking for jobs. In the work, graduates should be calm and work hard to complete the tasks assigned by their superiors so as to realize their own value. By doing that, it is not difficult for them to complete the transformation of student role and work role. Fair and employment environment will ensure that every college student can have equal chances of employment. In today's employment situation, it is unlikely to become a unit management after graduation, so we should abandon the embarrassing psychology of "high is not good, low is not good", and improve ourselves step by step through our own efforts, and finally realize our career ideal.

4.2. Strengthen employment guidance and training for college students

Schools should provide more guidance and help for college students to find jobs. First of all, schools should pay attention to guiding college students to establish a professional social consciousness and long-term consciousness, combine the ideal and reality. Further more, we should also guide students to establish a new career concept, do a good job in career planning, give full play to their own subjective initiative, and make comprehensive preparations for future career development. In the pursuit of career aspirations, both failures and successes will be experienced, and graduates should not be negative and pessimistic when encountering setbacks, and similarly, they should be as calm and

calm as possible in the face of success. Secondly, because college students do not have a clear understanding of the current situation, and the school should do a good job in this aspect to provide necessary information support for college students to recognize the social situation. The school website can provide as much information as possible about employment. In addition, the school can also regularly invite some company representatives to the school to give presentations. Finally, schools should do a good job in the field of employment guidance, which can provide students with relevant training in interview. In addition, schools should also pay attention to the psychological problems of college students in the process of employment, and conduct timely counseling for students with psychological problems.

4.3. Strengthen the training of employment practice ability

College students should improve their own quality and increase their competitiveness in employment. The career development prospects of college students should be based on their own knowledge reserves, and good professional knowledge is a necessary foundation for job hunting, so college students should devote themselves to learning their professional knowledge. For example, students can form employment-related groups after class to facilitate timely access to work-related information. Apart from that, through the internship, students can also continuously improve their practical ability, adaptability so as to lay a solid foundation for the job. In conclusion, there are many ways for students to improve their personal abilities and students must choose the method that suits them rather than blindly following others to learn. College students can combine theoretical knowledge to exercise social practice ability, reflect and learn in practice, accumulate experience from practice, increase their own experience, and improve their own innovation ability.

4.4. Strengthen communication between schools and employers

Colleges and universities should strengthen communication with employers and actively seek practical internship opportunities for graduates. In order to achieve this goal, the school can reach a cooperation intention with the employer, carry out long-term cooperation, provide employment assistance for students, and reduce the employment pressure of students. In order to let college students can learn knowledge and skills well in the process of employment, colleges and universities should help college students and relevant employers to connect the bridge, so that students and employers contact the channel smoothly. If college students learn the unit very well, then they can choose their own units. If units learn college students, then they can choose their favorite college students, At the same time, strengthening communication can achieve win-win situation. Under the guidance of the win-win principle, college students make good use of the internship base, cast super professional skills, and improve practical work ability. More than that, in the process of employing, units will also better understand college students. On the basis of a better understanding of both sides, it is believed that the country's job market will become broader.

5. Conclusion

The problem of psychological barrier in employment of contemporary college students is a complex social phenomenon, which needs the joint efforts of society, schools, families and individuals to solve. If either of them does not do well, then the country's employment prospects will become less optimistic. Students should establish the correct employment concept. As for schools, they should strengthen the employment guidance and training of college students, strengthen the training of employment practice ability and the communication between schools and employers. In addition, parents should also have the right expectations for their children, give them active encouragement, give timely and useful suggestions when their children encounter problems, and actively guide their children to find the right career direction School is a place where resources are shared, and as long as students are willing to work hard. They will find their own career direction. Schools can help college students overcome the psychological obstacles in employment, improve the employment competitiveness, and achieve the goal of smooth employment and career development.

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