



**STUDY ON THE INFLUENCING FACTORS OF STUDENTS'
EMPLOYMENT PRESSURE OF HIGHER VOCATIONAL
COLLEGE-TAKING QUANZHOU LIGHT INDUSTRY
VOCATIONAL COLLEGE AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY**

2023



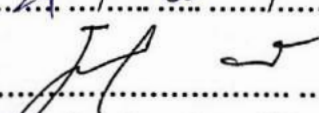
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement
of International Master of Business Administration in International
Business Management

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Title: Study on the Influencing Factors of Students' Employment Pressure of Higher Vocational College—Taking Quanzhou Light Industry Vocational College as an Example

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Major: Education Management

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..... 24 / Oct / 2023

ABSTRACT

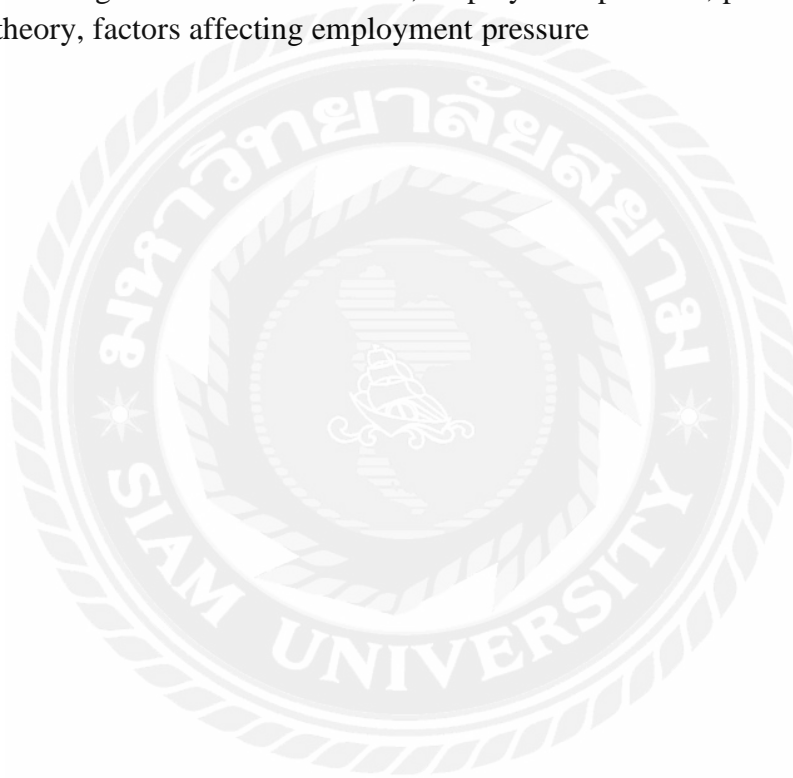
This paper aimed to study the influence factors of Students' employment pressure among higher vocational college, based on the interaction theory of pressure perception. The research objectives were: 1) To explore the internal and external factors affecting the students' employment pressure at Quanzhou Light Industry Vocational College; 2) To propose countermeasures to alleviate the students' employment pressure at Quanzhou Light Industry Vocational College.

This paper adopted the qualitative research method, through the analysis of pressure cognitive interaction theory, in-depth interviews were conducted with 60 students from six different majors at Quanzhou Light Industry Vocational College on six dimensions: job quality evaluation, self-knowledge and orientation, psychological expectations for employment, competitive work environment, lack of job search assistance, and contradiction between offer and demand from majors to examine the conducting research on factors influencing students' employment pressure and the countermeasures.

The study found that: 1) Based on the pressure cognitive interaction theory, the internal factors were lower evaluation of the vocational quality and social adaptability, students' self-knowledge and evaluation bias, tendency of career choice were too high, psychological expectations of salary and treatment of employment units were too high, the external factors were: insufficient relevance of the government's policies in employment and entrepreneurship support, discrimination in society against the employment of higher vocational students, parents have high expectations of students' employment, mismatch between the school's professional curriculum and the demand of employers, and the insufficient supply of demand for employment positions due to the increase in the number of enrollment year by year, leading to the supply exceeding the demand, contradiction between talent training and market demand; 2) Quanzhou Light Industry Vocational College propose the countermeasures to alleviate the employment

pressure of students: At the self-level, Quanzhou Light Industry Vocational College have to alleviate the employment pressure of students by improving the sense of self-efficacy, cognitive and evaluative abilities, and adjusting the preference of choosing career; at the social level, can provide employment opportunities, encourage innovation and entrepreneurship, eliminate employment discrimination, and build a fair employment environment with government policy; at the family level, establish the concept of employment with the times and give children enough psychological support to alleviate students' employment pressure; at the school level, it is suggested to adjust the enrollment policy and professional structure, strengthen employment guidance and services, and intensify entrepreneurship education, so as to help the higher vocational students adapt to the employment pressure.

Keywords: higher vocational students, employment pressure, pressure cognitive interaction theory, factors affecting employment pressure

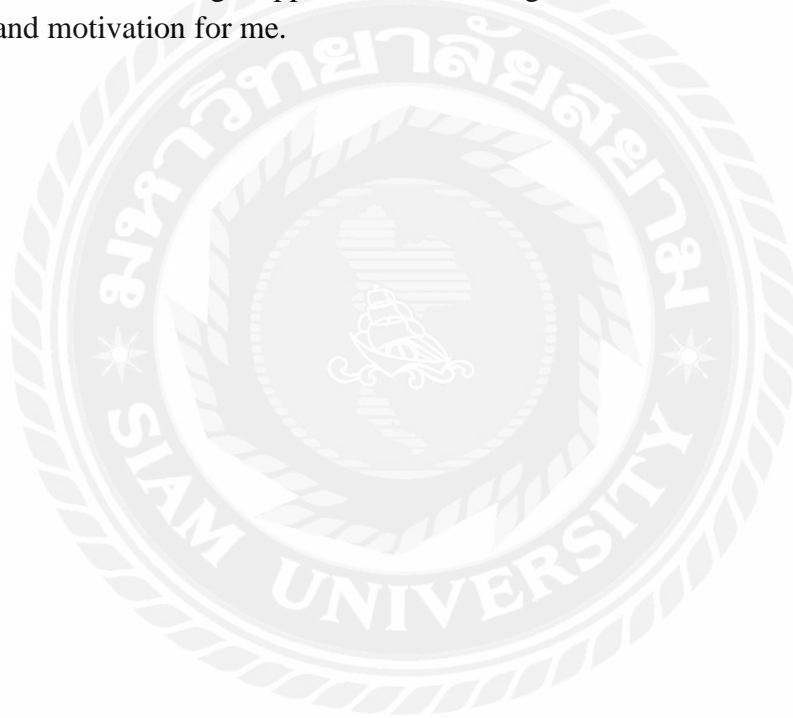


ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor for his invaluable guidance, support, and encouragement throughout my master's thesis research. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, the Dean of the Graduate School, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a scholar. Their unwavering support and encouragement have been a source of inspiration and motivation for me.



Declaration

I, WUWENTAN, hereby certify that the work embodied in this independent study entitled “Study on the Influencing Factors of Students’ Employment Pressure of Higher Vocational College --Taking Quanzhou Light Industry Vocational College as an Example” is the result of original research and has not been submitted for a higher degree to any other university or institution.

WENTAN WU

(WENTAN WU)

Sept 22, 2023



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Chapter 1 Introduction

1.1 Research Background

In recent years, with the continuous expansion of the scale of colleges and universities, the number of college graduates has also increased year by year, coupled with China's economic slowdown and increasingly fierce competition for employment, college graduates are facing more and more employment pressure, and the resulting employment problems of college students are becoming more and more prominent, and the government and all walks of life have begun to pay attention to it and formulated a series of measures to solve it, and the pressure of employment on graduates of higher vocational colleges and universities is even more obvious, and some of the students thus develop certain psychological problems (Tang, 2016). The Report on China's National Mental Health (2019-2020) shows that jobless and unemployed people have more psychological problems, and graduates account for the majority of this group. This is because the desire and disappointment for work create a huge gap in the hearts of college students, which then leads to some psychological problems. Therefore, the employment problem should attract our attention, reducing the employment pressure and maintaining the psychological health of college students are indispensable (Zhao, 2023).

From the current research, most scholars in China analyze the characteristics of college students' employment pressure from the types and pressure of college students' employment pressure (Li & Mei, 2002). Some scholars have also paid attention to the mechanism of employment pressure influence (Chen, 2010). The research results show that career maturity, cognitive appraisal, psychological control sources, and social support all have a direct impact on college students' employment pressure (Wang, 2007). These studies explore the characteristics and influencing mechanisms of current college students' employment pressure from the aspects of internal factors and external objective environment, which provide important theoretical references for the study of college students' coping with employment pressure.

Along with the arrival of the post-epidemic era, the impact of the epidemic on the employment and entrepreneurship of the graduate population continues and deepens (Wang, 2022). The overall employment pressure of senior graduates is high, which directly affects their psychological health, while higher social support will alleviate the negative impact of employment pressure and reduce the damage of employment pressure on students' psychological health (Zhang, 2017). The impact of employment pressure on senior vocational students is significant, and many students have psychological anxiety. Understanding the employment pressure situation of senior vocational students and timely intervention and guidance can help regulate students' psychological anxiety and prevent them from developing psychological problems (Liu, 2020). College students who have been under great psychological pressure for a long time, their cognitive levels decline, which is manifested in the loss of accuracy in the cognition of their own and their external employment environment, and they are unable to determine the

appropriate goal of choosing a career, and then the excessive psychological pressure will also affect a person's emotions, weaken a person's willpower and make excessive behavior. College students in higher vocational colleges have a feeling of being inferior to others and not knowing where to return to in the employment army of talented people, and their employment pressure is especially high. How to reduce their employment pressure is a major research topic in higher vocational education and one of the tasks of mental health education. Studying the employment psychological pressure of higher vocational students, adopting positive countermeasures, and guiding students to establish a healthy employment mentality is of great significance in improving the employment competitiveness and sustainable employment ability of higher vocational students (Tang, 2016).

In 2019, China implemented a plan to expand the enrollment of higher vocational colleges and universities by 1 million per year, and in three years, vocational colleges and universities expanded by more than 3 million, and the increase in the number of graduates from higher vocational colleges and universities intensified the competition for employment among college students. In this context, the pressure felt by graduates of higher vocational colleges and universities in the employment process will increase dramatically, which will have a great negative impact on their physical and mental health, and will result in the impairment of an individual's social adaptability (Jia, 2015). In addition, the increase in the number of unemployed people will also pose a hidden danger to the country's economic development and social stability. College students' employment pressure is a very worthwhile research topic, college students' employment pressure is a common social problem, the research in this area is also more, and has achieved a lot of results, but the perspective of the previous research on college students' employment pressure is still relatively single, focusing on the cognition and evaluation of the pressure, and lack of research on its mechanism and performance and impact, and some of the studies are still relatively shallow, and the conclusions drawn are also relatively superficial and the conclusions drawn are fragmented. Through the search of China Knowledge Network, there are fewer research papers on the study of employment pressure of students in higher vocational colleges and universities from the pressure theory. Therefore, it is urgent to research the mechanism, influencing factors, and the manifestation of the psychological problems of employment pressure of students in higher vocational colleges and universities and put forward the corresponding countermeasures and suggestions, so that it is beneficial to explore the problem of employment pressure of college students from a brand new angle to improve and develop the mental health of college students, enrich the psychological health of college students, and improve the psychological health of college students. It is of value and significance to explore the issue of college students' employment pressure from this new perspective, which is also the research background of this thesis, to enhance and develop college students' mental health and enrich the research on college students' mental health(Li, 2009).

1.2 Research Problems

As an important part of higher education, higher vocational education focuses on the cultivation of advanced skill-oriented talents. Higher vocational students are different from both undergraduates and postgraduates in terms of employment education and career choice, and more and more higher vocational students are feeling the distress of employment pressure due to their lower academic qualifications and less confidence in employment (Yuan, 2018). According to the 2022 National Education Development Statistics Bulletin released by China's Ministry of Education, the scale of China's college graduates reached 10.76 million in 2022, an increase of 1.67 million year-on-year, a record high in both scale and increment. Among them, graduates from higher vocational colleges and universities reached 4,947,700, and the employment situation of graduates from higher vocational colleges and universities is grim and complicated. Due to the slowdown of China's economic growth, and the impact of the epidemic, the survival pressure on Chinese enterprises is too great, the development is difficult, a large number of enterprises closed down, and the demand for enterprise employment is reduced, coupled with the annual increase in the number of graduates every year, the competition for employment of college students is becoming more and more intense, which inadvertently aggravates the difficulty of employment of college graduates, and the pressure on the employment of college students is a common social problem (Zhong, 2015).

Misconceptions about higher vocational education exist in the society, which devalue the social status and personal value of higher vocational students, making the employment of higher vocational students face multiple dilemmas and multiply the employment pressure. At the same time, some of the higher vocational students lack of accurate understanding of the reality and have too high expectations of the post-graduation work, which further increases the employment difficulties and consequently the employment pressure. Quanzhou Light Industry Vocational College is a private higher vocational college, with the expansion of higher vocational enrollment, the number of graduates each year increases year by year, many graduates are faced with the predicament of not being able to find an ideal job or can only be engaged in work that is not related to their majors. Higher vocational students in the competition for employment in varying degrees of anxiety, low self-esteem, dependence and other psychological pressures, a serious danger to physical and mental health, but also affect the success of higher vocational students in employment (Liu, 2008).

1.3 Objective of the study

- 1) To explore the internal and external factors affecting the students' employment pressure at Quan Zhou Light Industry Vocational College
- 2) To propose the countermeasures to alleviate the students' employment pressure at Quan Zhou Light Industry Vocational College

1.4 Scope of the Study

The object of this study is a total of 60 students of Quanzhou Light Industry Vocational College in the Quanzhou area, and the qualitative research method is used. Vocational education and general education are two different types of education with equal importance, and the student source of higher vocational colleges and universities has diversity. The employment of college students is related to the fate of an individual's life, which is of great practical significance to individuals, families, and society (Guo, 2016). Students of higher vocational colleges and universities are students who attend full-time higher vocational colleges and universities after graduating from high school or secondary school. This study takes students of Quanzhou Light Industry Vocational College, a higher vocational college in Quanzhou City, Fujian Province, as the research object, and uses the interview method to interview 10 students in each of the six different majors of Quanzhou Light Industry Vocational College, respectively. It studies the current situation of students' employment pressure in higher vocational colleges and universities, analyzes the internal and external factors that cause employment pressure, and proposes solution measures to alleviate students' employment pressure.

1.5 Research Significance

Students of higher vocational colleges are an important part of college and university graduates, mastering a high level of professional knowledge and skills, and are the key factor in truly transforming advanced science and technology and machinery and equipment into real productive forces, which play an increasingly important role in China's current and future economic construction (Yang, 2023). The significance of studying the employment pressure of students in higher vocational colleges and universities is not only reflected in the understanding of the problem itself, but also helps to formulate relevant policies and provide necessary support measures in a targeted manner. Let college students clarify the source of employment pressure, point out the direction for alleviating the employment pressure of higher vocational students, and provide corresponding reference materials for schools to carry out employment guidance and corresponding psychological counseling. On this basis, targeted training courses or internships can be offered to help college students improve relevant core competencies and reduce employment pressure (Li, 2012).

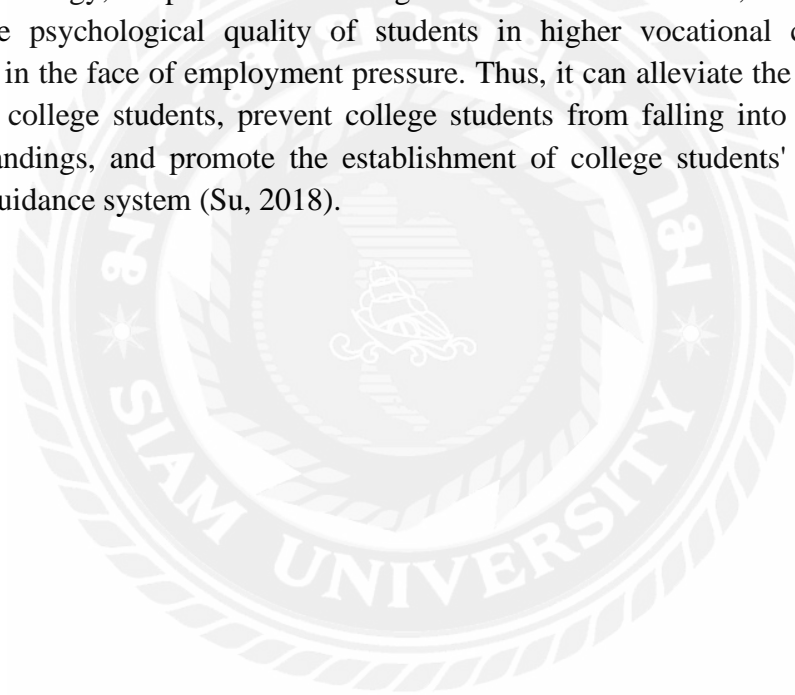
1.5.1 Theoretical Significance

Vocational education is service-oriented and employment-oriented. College students' employment reflects the level and quality of vocational education. This study takes the cognitive interaction theory of pressure as the theoretical basis to study the source of employment pressure of college students in higher vocational colleges, which puts forward an innovative research idea and research perspective for the theory of pressure, and helps to fill the gaps in this area, and researches from the generation of pressure, the evaluation process, and the results, to make the research on the employment

pressure of students in higher vocational colleges and universities more systematized, which not only enriches the theory of employment pressure, but also provides the basis for the related employment pressure research provides a basis (Guo, 2013).

1.5.2 Practical Significance

The research on the factors affecting the employment pressure of students in higher vocational colleges and universities, puts forward the solution suggestions for the psychological pressure brought by students in higher vocational colleges and universities in the face of employment, provides the basis for higher vocational colleges and universities to reduce the employment pressure of students, and provides guiding value for higher vocational colleges and universities in the work of college students' employment guidance, and is favorable to their targeted employment guidance and mental health education to facilitate the school to formulate corresponding Talent cultivation strategy, to provide some targeted and feasible advice, and effectively enhance the psychological quality of students in higher vocational colleges and universities in the face of employment pressure. Thus, it can alleviate the employment pressure of college students, prevent college students from falling into employment misunderstandings, and promote the establishment of college students' employment education guidance system (Su, 2018).



Chapter 2 Literatures Review

At present, the employment situation of students in Chinese higher vocational colleges and universities is not optimistic, coupled with the slow economic growth affected by the epidemic, the employment pressure faced by higher vocational students is only increasing, and it is very easy to produce anxiety, restlessness, and bitterness, which jeopardizes their health. Mental health is very important for the overall development of college students, and having positive emotions and a good mental state is conducive to college students' better adaptation to society and healthy life. Therefore, this paper analyzes the internal and external factors affecting college students' employment pressure by using the theory of stress cognitive interaction, analyzes the reasons leading to the employment pressure of students in higher vocational colleges and universities, and puts forward the corresponding countermeasures to alleviate the employment pressure of students in higher vocational colleges and universities, and further helps college students to master how to relieve employment pressure. It further helps college students to master the ways and means to alleviate employment pressure, improves and develops college students' mental health, and enriches the research content on college students' mental health (Ye, 2022).

2.1 Higher Vocational Students

The so-called higher vocational colleges and universities, fully known as higher vocational colleges and universities, refer to schools that carry out higher vocational and technical education. Higher vocational colleges and universities are an important type of higher education schools, and also an important part of vocational education, with the mission of cultivating highly skilled and application-oriented specialists for the needs of the front line of production, construction, service, and management. Generally speaking, in addition to higher vocational and technical colleges and adult colleges of higher education, higher vocational colleges also include colleges of higher education. The higher vocational colleges in this study are full-time specialized level higher vocational colleges (Zhang, 1991).

2022 In May of this year, the newly revised Vocational Education Law of the People's Republic of China was promulgated and implemented, and the new vocational education law clarified the status and role of vocational education and emphasized the importance of vocational education even more. Vocational education is positioned as an important part of the country's medium- and long-term education development in the new vocational education law, reflecting the government's emphasis on vocational education, clarifying the importance of vocational education in cultivating talents, and emphasizing that vocational education is one of the most important channels for cultivating talents from all walks of life, which greatly promotes the high-quality development of vocational education and strengthens the influence of vocational education (Cao, 2022).

Higher vocational education in China is an important part of vocational education, and with the rapid development of vocational education, the role of vocational education in boosting China's economic and social progress cannot be ignored, and the education of higher vocational students is also highly emphasized. Higher vocational students refer to those who study in higher vocational education institutions, including students and graduates of vocational and technical schools, vocational colleges, advanced technical schools, and colleges of higher education at the specialized level. The goal of their training is to adapt to the modern economic and social demand for technical and vocational skills and to be able to independently take on certain vocational positions or start their own business. The research object in this study targets full-time enrolled college students who are enrolled in higher vocational colleges and universities and receive higher vocational education (Zhang, 2016).

2.2 Employment Pressure

The term "pressure" was first proposed by Cannon, which translates as physiological disorders, and body imbalance. In the 1930s, psychologist Hans Selye applied pressure to the field of medicine and enriched the research on pressure by naming the phenomenon "General Adaptation Syndrome", specifying the concept of pressure as positive and negative aspects and emphasizing the importance of applying appropriate pressure to human physical and mental development. He named the pressure phenomenon "General Adaptation Syndrome", elaborated on the concept of pressure, believed that pressure is divided into positive and negative aspects, and emphasized the importance of exerting appropriate pressure on the physical and mental development of human beings. Since then, pressure has developed to a certain extent in China, and coupled with the strong demand of society, many disciplines (such as psychology and sociology) have begun to conduct pressure research. Through combing through the literature, found that employment pressure is an important psychological stressor for college students nowadays. According to Lazarus (1994), employment pressure is influenced by the environment in which an individual lives and is always in a state of dynamic development and change. Liu & Ma (2008) pointed out that employment pressure is the employment dilemma faced by individuals when looking for a job, and it is a kind of psychological pressure, which is the result of the interaction between internal and external behaviors. Hao (2009) suggested that employment pressure comes from a variety of influences, which are summarized to include subjective factors, and objective environment, and as a result, individuals develop a sense of psychological oppression. Liu(2012)suggests that employment pressure mainly consists of employment stressors (emphasizing the unexpected and traumatic events that an individual encounters during the job search process), mediating variables, and the physical and psychological responses generated by the pressure.

Employment pressure has become increasingly prominent among college students. Lazarus (1985) considers pressure as the process of interaction between an individual

and the objective environment, and the process of perceiving the objective existence of a stressor by an individual. Studies have shown that employment pressure is a major source of pressure for college students (David & Jalajas, 1994). Pressure is closely related to an individual's mental health, and when an individual is under high pressure for a long period, it is not conducive to physical and mental development.

Summarizing domestic and international research, this study defines employment pressure as follows: the pressure response of an individual who is stimulated and influenced by subjective evaluation and the objective environment when facing job selection, and this response is in a constant state of change. Employment pressure is a kind of pressure, which is the tension produced by individuals due to various factors such as their ability when they face various social problems such as job search or employment (Lazarus & Folkman, 1984), which includes three levels of significance: firstly, a certain kind of tension shown by individuals to their environments may be affected by one kind of factor, or it may be the result of the combined influence of many factors; secondly, the tension shown by individuals to their environments may be affected by one kind of factor or it may be the result of the combined influence of many factors; secondly, it may be the result of the combined influence of many factors; secondly, it may be the result of the combined influence of many factors. the result of a joint influence; secondly, employment pressure is susceptible to the dual influence of external relational stimuli and internal traits of the individual; thirdly, the stimuli that create tension to produce pressure usually refer to those that can be perceived by the individual or society and are beyond what the individual can tolerate at this stage (Zhu, 2019).

2.3 Pressure Cognitive Interaction Theory

The theory was proposed by the famous psychologist Lazarus. R.S. in 1984 (also known as the interaction model of cognition), and it is a widely used doctrine of pressure theory. He defined pressure as a mismatch between an individual's needs and coping and emphasized the role of the individual in coping with pressure. He argues that the two cognitive processes of individual appraisal and coping are important in human-environment interactions: appraisal refers to rigorously assigning a value to something or judging the nature of something, and coping refers to behavioral or cognitive efforts to deal with the environment and internal demands and conflicts between them. He believes that cognition is the main intermediary and direct motivation for determining the pressure response, and that people judge through the cognition of external events whether the event can cause them to feel pressure, in which form this pressure appears, and how much the pressure event will affect the size of their own, and so on, and that the individual's cognition and appraisal of the pressure exerted by the pressure affects the state of the individual in the response to the pressure, as well as the way. Pressure is a dynamic process, subject to the influence of time and situation in the process of change. People living in society will always face various challenges or the development of new

fields, which will generate various kinds of pressure. At this time, based on the perception of pressure, the individual will evaluate the pressure and think about ways to alleviate the pressure, to reduce the pressure dipressure. This theoretical model emphasizes that the individual and the environment are important factors affecting employment pressure, focuses on the individual's subjective initiative in stressful situations, and notes the important role of information feedback and behavioral adjustment.

In the research of this paper, the definition of pressure in Lazarus's interaction theory is adopted, which refers to psychological feelings caused by internal or external stimuli that have certain effects on the individual's body and mind. The concept has three meanings: First, pressure is a psychological feeling, a state of mind within a person. Second, the cause of pressure comes from both external environmental stimuli and the individual's internal stimuli, which are generated during the individual's physical or psychological growth. Finally, these life events or external stimuli and internal stimuli are perceived by the individual, and through the individual's cognitive evaluation, they have a certain psychological impact on the individual to form pressure. from the point of view of the interaction between environmental requirements and individual responses, employment pressure is a psychological tension phenomenon that occurs when a person is in an employment situation due to the interaction of many internal and external variables and personal factors (Tian, 2020).

At present, many scholars in China have conducted in-depth discussions on the influencing factors of employment pressure at the theoretical level, and employment pressure is affected by a variety of factors. Zhang (2007) constructed a theoretical model of college students' employment pressure in four aspects, namely, subjective psychological experience, employment emotional distress, physiological reaction, and behavioral performance; Shu & Tang (2007) believed that the source of college students' employment pressure is mainly derived from the schools' employment guidance, individual college students, social environment, family and family and friends relationship, school and specialty. Based on Lazarus cognitive interaction theory of pressure, Chen & Jiang (2009) proposed that the theoretical structure of college students' employment pressure is constructed from six aspects: evaluation of vocational quality, competitive employment environment, self-knowledge and orientation, psychological expectation of employment, lack of help in job search, and contradiction between supply and demand of majors.

2.3.1 Internal factors affecting employment pressure

Occupational quality evaluation refers to the process of college students in the employment of their occupational ability as well as the comprehensive quality of judgment, when the students of the self occupational quality of the evaluation the lower, the employment pressure is greater, the occupational quality of self-evaluation is reflected in the students of the various aspects of the quality of their job-seeking should

be equipped with whether the quality of confidence, but also can be understood as the student's self-efficacy on the ability to find a job, (Liang, 2006).

Self-recognition and orientation refer to whether college students can be clear about their abilities and strengths in the process of job-seeking so that they can find a position that matches their own. If college students have a vague understanding of themselves, they will lack a sense of direction when seeking employment. What kind of work they are suitable for, what kind of work they like, what kind of work they are good at, how to locate and develop their future careers, and so on do make college students feel quite confused (Dong, 2021).

Psychological expectations of employment refer to a kind of career expectation of college students on their preconceived ideas or ideals, this expectation includes the career position or salary level, etc.; college students hope that the first job after graduation has a good environment, high welfare benefits, is their interest, and can reflect their life value. The higher this psychological expectation of employment is, the more detached from reality it is, and the more pressure they feel (Su, 2019).

2.3.2 External factors affecting employment pressure

Employment competition environment refers to the employment pressure felt by college students in the process of employment with the external environment and other factors encountered in the job search difficulties and other problems; the pressure of job search competition comes from both the social environment, but also from the profession, the school and other small environments (Shu, 2007).

Lack of job search help refers to the fact that college students hope to get more convenient outside resources, connections or channels, and other support in the process of employment, but often the state of things is not what they want so college students have a sense of helplessness in employment (Liu, 2018).

The contradiction between supply and demand of majors refers to the employment difficulties caused by college students who find that their majors or the majors they want to apply for don't match the majors demanded by employers at this stage, or the number of positions they apply for exceeds the demand (Hao, 2015).

2.4 Research Relevant

2.4.1 Studies on employment pressure

20th 1960s foreign countries began the study of employment pressure, the study is mainly centered on employment pressure coping and influencing factors, Charles (2010) found that: the employment problem is the main problem and pressure faced by college

students. Rawsonhe (2013) pointed out that the employment pressure mainly originated from the aspects of employment cognition, employment readiness, and employment ability. Selye (2015) found that: the employment pressure of college students mainly comes from two aspects, the first is the subjective factor, i.e., the individual, and the second is the objective factor, including the social, school, and family environment and other aspects. Domestic, on the other hand, paid attention to employment pressure at the end of the 20th century, mainly focusing on the status quo of employment pressure, influencing factors and the countermeasures, from the point of view of the employment pressure of college students, Zhang (2004) found that: freshman students also face employment pressure, just weaker than the degree of pressure on the fourth year of college students. Li (2020) found that the employment pressure of freshmen students was the lowest, but the difference in the employment pressure status of the other three grades was not significant. Li (2020) found that some post-00s college students said they also faced employment pressure and needed career planning and counseling. It was found that college students are influenced by society, school, family, and themselves, and they also have certain employment pressures. Leng (2011) found that individual self-efficacy and employment pressure coping styles can significantly predict college students' employment pressure. Liu (2015) found that social support and psychological resilience can significantly and negatively predict and influence the employment pressure situation of college students. Chen (2020) found that: social factors and self-factors are two important factors affecting college students' employment pressure. Wang (2020) found that school ranking, school prestige, personal synthesis and achievement, and psychological capital all have a significant impact on college students' employment pressure.

2.4.2 Relevant Studies on the Current Situation of Employment Pressure on Higher Vocational Students

Tang (2020) investigated the employment pressure of higher vocational students through a self-compiled questionnaire, and the results showed that: Students generally have employment pressure, of which 32.4% of the students with higher pressure and only 4.4% of the students without pressure. Zhou & Zha (2019) et al. concluded through the survey that the employment pressure of higher vocational students is greater, and the longer the time of perceived pressure, the greater their employment pressure. Peng (2016) and others pointed out that the so-called higher vocational students' mental health caused by employment pressure includes adverse emotions such as nervousness, anxiety, and entanglement. These bad emotions have a greater impact on mental health, and some higher vocational students cannot effectively resolve these bad emotions, and may even go to extremes, with alcoholism, self-injury, and even suicidal tendencies. Wang (2015) believes that the employment pressure of higher vocational students shows a significant negative correlation with subjective well-being and a significant positive correlation with psychological anxiety. In addition, employment pressure has also led to changes in the career choice tendency of higher vocational students. Ni (2016) believes that due to the constraints of low education and the basic characteristics of the employment field,

graduates of higher vocational colleges and universities, compared with ordinary undergraduates, generally show the phenomenon of "center of gravity sinking" towards prefecture-level cities and grass-roots enterprises.

2.4.3 Relevant Study on the Employment Pressure of Higher Education Students

Pressure is all the events or causes that are threatening or hurtful to an individual and thus bring oppressed feelings to the individual. Li & Guo (2016) believe that the employment pressure of senior graduates is more brought by the social reality situation, followed by personal internal pressure and social support pressure. Zhu & Gang (2015) on the other hand, believed that employment pressure mainly originated from students' internal anxiety and fear psychology, inferiority complex, and choice difficulties. Wu (2019) explored the sources of employment pressure by combining the social reality and students' inner qualities and showed that structural surplus of employment, high employment expectations, and lack of employment skills are the main sources of employment pressure. Li (2009) conducted a comprehensive survey on the sources of employment pressure of higher vocational students through the Employment Pressure Questionnaire for Students of Vocational and Technical Colleges, and the results of the survey showed that the competitive employment environment, the contradiction between supply and demand of specialties, the lack of job search help, the ambiguity of self-knowledge, the evaluation of vocational qualities, and the excessively high psychological expectations of employment are the main sources of employment pressure for higher vocational students, and the degree of exogenous employment pressure is higher than that of endogenous employment pressure. The degree of exogenous employment pressure is higher than that of endogenous employment pressure. According to Tian (2010), from the root of the problem, the employment pressure of higher vocational students is the result of multiple influencing factors, including employers' prejudice, insufficient guidance from schools, and low individual quality, which determines their effective response must be supported by many aspects to promote their all-around healthy development.

2.4.4 Research on countermeasures against employment pressure on higher vocational students

According to the literature that studies the pressure status and pressure of senior vocational students' employment pressure, countermeasures to alleviate the employment pressure of senior vocational students are generally analyzed and discussed, and some of the more influential studies include: Wei (2014) and Yuan (2019) suggest that the mental health education system of senior vocational students under the pressure of employment should be actively improved and constructed, and, more specifically, individual counseling, mental health lectures, group interactive counseling, network anonymous counseling four types of psychological shaping methods and the establishment of positive mental health education concepts, the construction of diversified psychological education methods, the improvement of mental health

education auxiliary facilities, and the consolidation of the training system of the mental health education teachers four mental health education modes shaping the mental health mechanism of the higher vocational students under the employment pressure. Li(2017)) believes that should start from the level of school education, and minimize the adverse effects of employment pressure on higher vocational students through the cultivation of the learning environment, the cultivation of a sense of responsibility, and the strengthening of moral education. Based on the concept of positive psychology, Liu(2011) constructed a positive model of employment pressure coping for higher vocational students by combining the levels of individual higher vocational students and higher vocational colleges and universities, guiding higher vocational students to cultivate positive cognitive qualities, affective qualities, and volitional qualities, and helping them to utilize their positive strategies and resources in the face of pressure situations, to improve the ability to cope with employment pressure.

2.5 Theoretical Framework

This study mainly starts from the cognitive interaction theory of employment pressure, from the internal and external factors affecting employment pressure, and uses qualitative research methods to understand how students in higher vocational colleges and universities determine their employment pressure and to obtain the degree of employment pressure as well as the differential characteristics of this group of students in higher vocational colleges and universities. Thereafter, based on theoretical and empirical research, the causes affecting the employment pressure of students in higher vocational colleges are analyzed. Based on this, the theoretical framework of this study is as follows:



Figure2. 1 Theoretical framework

Chapter 3 Research Methodology

3.1 Introduce

This paper adopts a qualitative research method to focus on the analysis of factors influencing the employment pressure of students in higher vocational colleges and universities and the countermeasures as the core. First of all, relevant literature was reviewed to master the relevant knowledge of this paper's research and lay the foundation for the research; in the specific research process, the employment pressure interaction theory was used to provide the basis and reference for this research. The interview method is used to carry out in-depth interviews with students of Quanzhou Light Industry Vocational College at the present stage, to obtain relevant information during face-to-face communication with the interviewees, to understand the situation of employment pressure faced by higher vocational students, to analyze the influencing factors of the employment pressure of the students of Quanzhou Light Industry Vocational College, and to put forward the strategies for alleviating the employment pressure of the students.

3.2 Sampling and sample size

The research object of this paper is the students of Quanzhou Light Industry Vocational College, and six majors of construction engineering technology, food nutrition and testing, industrial robotics technology, big data and accounting, advertising design and production and e-commerce, 10 people in each major respectively, a total of 60 students were selected to be interviewed. The interviews were conducted in a face-to-face manner, and the interviewees were numbered and represented by letters of the alphabet, with sophomores being represented by Z1-Z20, and juniors being represented by B21- B60, of which 20 were current students and 40 were graduates. The interviews were conducted from April 20, 2023 to May 2, 2023. The interviews were used to study the factors influencing the employment pressure of students in Quanzhou Light Industry Vocational College and to propose the countermeasures to alleviate the employment pressure of students, which can provide a certain degree of understanding of the overall employment situation in China's higher vocational colleges and universities, and provide a basis for the study of alleviating the employment pressure of higher vocational colleges and universities.

3.3 Research Design

The interview method is a research method that designs an interview outline based on a certain purpose, obtains relevant data and information during face-to-face communication with the interviewee, and analyzes the behavior and psychological state of the interviewee. The interview method is divided into unstructured interviews, structured interviews, etc. due to the differences in research purposes or objects. To guarantee the depth of the investigation, this study adopts the survey method of semi-

structured interviews, and a total of 60 interviews are carried out. This paper is based on the pressure cognitive interaction theory, and the interview outline is designed around the six dimensions of employment pressure brought about by six dimensions of evaluation of occupational quality, competitive employment environment, self-knowledge and orientation, psychological prediction of employment, lack of help in job search, and contradiction between supply and demand of majors, with a total of 47 questions, which cover the interviewed students' Employment mentality, main sources of pressure, feelings of employment pressure, performance of employment pressure, impact of employment pressure, ways of coping, professional satisfaction, professional counterparts and expected salary and treatment. Through semi-structured interviews, the aim is to analyze the internal and external factors affecting the pressure on students in Quanzhou Light Industry Vocational College and propose countermeasures to alleviate students' employment pressure.

Table3. 1 Outline of the Interview on Employment Pressure of Students in Quanzhou Light Industry Vocational College

Factors affecting employment pressure	title
internal factor	
Occupational quality evaluation	1. Do you consider yourself to be under employment pressure?
	2. Why do you think this pressure exists?
	3. Is there also employment pressure among your classmates and friends?
	4. are there any specific manifestations of your employment pressure? Emotionally? Behaviorally?
	5. How do you usually cope when employment pressure issues arise? Actively face it? Negative avoidance?
	6. Do you think you are good at anything in the workplace?
	7. What do you consider to be the key influencing factors in a job search?
	8. How well do you think you can express yourself verbally and communicate?
	9. Do you think work experience as a student leader is beneficial for employment?
	10. How well do you consider yourself to be organized and managed?
	11. What is your level of expertise?
	12. Are you worried that the work is difficult and you are not up to the task?
	13. What do you think are the qualities that the workplace requires of people in this profession?

	14. Do you feel that your general ability is weak and you lack the confidence to compete?
	15. Do you think you have the right qualities for the workplace?
Self-recognition and orientation	16. What do you think is the biggest difficulty in employment?
	17. What types or nature of work do you find pleasurable?
	18. Are you clear about what kind of career suits you?
	19. Are you concerned about the low economic benefits of the job and the small salary?
	20. Do you want to work in a prestigious and effective organization?
	21. Are you concerned that you didn't take advantage of the interview and selection process when applying for a job?
	22. Are you worried that you won't be able to adapt to the new work environment?
	23. Do you believe that the number of graduates is large and competitive?
	Psychological expectations of employment
25. Are you concerned about the lack of various benefits and security at work?	
26. Do you want to stay in big cities or economically developed areas for employment?	
27. What is your desired level of salary package?	
28. What is your desired job position?	
29. Do you expect to work in a position with a good working environment and good benefits?	
30. Do you think that choosing a position that interests you reflects the value of your life?	
31. Are you worried about finding a job you don't like and not being motivated at work for long?	
32. Are you concerned about the low economic treatment of your job and the small salary?	
External factors	title
Employment competition environment	33. What employment advantages do you think you have over undergraduate students?
	34. Did your classmates around you find jobs before you did?
	35. Are you worried about educational discrimination by employers?
	36. Are you concerned that you are poorly adapted to a new work environment?
	37. Are you concerned about the high number of graduates and the competition?
Lack of job search help	38. What support did your family provide during your job search?

	39. Is your employment destination in line with your parents' views?
	40. Do you ever have a job search where you don't know whether you should choose a specialty or an interest?
	41. Do you feel that there is a serious lack of information on employment?
	42. What social connections do you think would help you in your job search?
contradiction between supply and demand of majors	43. What do you think is the market supply and demand for your field of study?
	44. Are you optimistic about the job prospects in your field of study?
	45. In which positions do you think your specialty is suitable for employment?
	46. Do you think that the current employment environment for college students is unsatisfactory and that the supply of your field of study exceeds the demand?
	47. Are you able to accept working in a job that does not correspond to your specialty?

3.4 Analysis and Summary

This study conducted interviews with 60 students from 6 different majors at Quanzhou Light Industry Vocational College, using the interview method as the main way of data collection. After collecting and organizing the interview data, based on the pressure cognitive interaction theory, explored the causal and external endogenous factors affecting the employment pressure of students in Quanzhou Light Industry Vocational College by focusing on the 6 dimensions affecting the employment pressure of higher vocational students and proposed the countermeasures to alleviate the employment pressure of students in Quanzhou Light Industry Vocational College based on the influence of the internal and external influences affecting the employment pressure. Based on the internal and external factors affecting the employment pressure, the countermeasures to alleviate the employment pressure of students in Quanzhou Light Industry Vocational College are proposed.

Chapter 4 Finding and Conclusion

4.1 Introduction

By reviewing the pressure cognitive interaction theory and the literature related to employment pressure, this paper designs an interview outline from six dimensions, namely, evaluation of professional quality, employment competitive environment, self-knowledge and orientation, psychological prediction of employment, lack of help in job searching, and contradiction between supply and demand of majors, which affect students' employment pressure, and carries out in-depth interviews with 60 students from six majors of Quanzhou Light Industry Vocational College to analyze the internal and external factors affecting students' employment pressure in Quanzhou Light Industry Vocational College and put forward countermeasures to alleviate students' employment pressure. internal and external factors affecting students' employment pressure, and put forward countermeasures to alleviate students' employment pressure. From the literature review and conducting interviews, the following conclusions were found and obtained to achieve the research purpose of this paper.

4.2 The internal and external factors affecting the students' employment pressure at Quanzhou Light Industry Vocational College

The sources of employment pressure of students in higher vocational colleges and universities are complex and diverse, including the social level, family level, school level, personal level, and so on; in the cognition of employment pressure, students in higher vocational colleges and universities tend to be externally attributed in the first place, and they pay less attention to their factors (Zhao, 2016). Based on the research of cognitive interaction theory of employment pressure, this paper can be found through in-depth interviews to find the internal and external factors affecting the employment pressure of students in Quanzhou Light Industry Vocational College, in which the evaluation of vocational quality, self-knowledge, and orientation, psychological expectations of employment, i.e., the students' cognition as well as their ability, are the internal factors affecting the employment pressure of the students; the competitive environment of employment, lack of job search help, and the contradiction between the supply and demand of specialties, the social The employment competition environment, lack of job search help, the contradiction between supply and demand of majors, i.e., social reasons, family reasons, and school reasons are the external factors affecting students' employment pressure. this paper analyzes the internal and external reasons affecting the employment pressure of students in Quanzhou Light Industry Vocational College from multiple dimensions of individual reasons, social reasons, family reasons, and school education reasons.

4.2.1 Internal factors affecting the students' employment pressure at Quanzhou Light Industry Vocational College

4.2.1.1 Low vocational quality assessment and social adaptation

Through in-depth interviews, influenced by the traditional employment concepts of society and family and the actual employment situation in higher vocational colleges and universities, it is found that the students of Quanzhou Light Industry Vocational College do not have a clear understanding of the importance of their vocational quality, and they are not confident enough in their abilities and qualities. For example, they feel that "their education is not high", and "social recognition is low", and they are overly worried about their professionalism and communication and coordination skills, which leads to excessive psychological pressure in employment.

Students of Quanzhou Light Industry Vocational College are ill-prepared for various aspects of employment, and some of them do not realize the importance of the work they need to do after graduation, and do not seriously study their professional knowledge and improve their professional skills during their school years.

Secondly, students' self-positioning is wrong, there is no correct view of career choice, they are full of fantasies about their future careers, they create a beautiful future for themselves, and they do not have a certain understanding of the current stage of the employment environment, which leads to the face of the employment pressure environment, they can not make accurate judgments about themselves, i.e., their strengths can not cope with the pressure of employment.

Long-term employment awareness errors and the lack of adaptation to society lead to the low quality of students in higher vocational colleges and universities, the lack of quality of vocational ability, and the small number of knowledge reserves. Therefore, in the face of the current severe employment situation, it is necessary to establish a good employment consciousness as early as possible, fully understand the current stage of the social employment situation, not to be arrogant, but to recognize their own employment needs, to set the position right, to study and practice hard, to improve their professional skills as well as their practical ability, so that they can rationally face the employment and make the right choice.

4.2.1.2 Self-perception evaluation bias

According to the results of the interviews on the employment pressure of the students of Quanzhou Light Industry Vocational College, it is found that the students do not observe themselves enough, do not evaluate themselves, and have the bias of self-cognitive evaluation, which is one of the intrinsic factors leading to the pressure mentality of the students in the process of employment, such as lack of intrinsic thinking about what types or natures of jobs are pleasurable to them, and what kind of vocational future they hope to have.

The influence of students' self-cognitive evaluation bias in the face of employment pressure includes not only internal factors such as personal character and practical

experience but also external factors such as the employment environment and the contradiction between supply and demand. First of all, in terms of internal factors, the different places of origin, specialties, practical experience, grades and so on will affect the higher vocational colleges and universities students' cognition and evaluation of themselves, and it is found that the cognition and evaluation of students in counties, towns and rural areas are significantly lower than that of students in urban areas, because in the process of growing up, the individual mainly forms self-assessment through the scrutiny of the outside world and the feedback from other people. Students are more likely to form negative perceptions of themselves in the process of growing up compared with urban students due to the limitations of their living environment and family economic conditions, so their perceptions and evaluations of themselves are relatively low; the perceptions and evaluations of students who have practical experience of themselves, students who do not have enough social experience or lack of work experience are worried about their inability to do their jobs, thus making students without practical experience Students will have self-doubt, so that their self-evaluation of their own bias in the employment of nervousness, fear of psychology, so that it affects the judgment of their own ability, self-confidence will be greatly reduced, and the employment of the previous term of the specialty studied if the situation is unsatisfactory will bring a stimulus to the individual signal prompts, the individual will think that he or she in the face of the same situation, the same thing will happen to him or her.

4.2.1.3 Employment preferences and high psychological expectations

Through interviews, it was learned that the tendency of students of Quanzhou Light Industry Vocational College to choose their careers and the deviation of their psychological expectations of employment units, salary and other factors are likewise one of the main personal reasons that increase students' employment pressure. Employment tendency refers to "the subject's conscious choice of occupation driven by the demand for employment and led by specific values. 1934, American psychologist Maslow, A. H., in his book "Theory of Human Motivation", put forward the theory of the hierarchy of needs, and he believed that human beings pursue five kinds of needs in their lives, namely: physiological needs, safety needs, social needs, respect needs, and self-esteem needs. , social needs, respect needs and self-actualization needs, and these five needs appear in a sequential order, and only when the needs of the upper level are satisfied will the individual go on to further pursue the next need (Wu, 2008).

Before the higher vocational students commit themselves to the workplace, they will face a variety of choices, and picking out their preferred position among the many choices reflects their employment tendency as well as their demand motivation. According to the results of the interviews, at this stage, the employment tendency of students in Quanzhou Light Industry Vocational College is still contradictory, and struggling between their needs and ideals. When they graduate, they would like to find their ideal jobs in a short time, but due to the influence of the general employment

environment at this stage, it is often not what they want. Employment, choice and competition are some of the reasons why students feel greater psychological pressure.

According to the interviews with the students of Quanzhou Light Industry Vocational College about their employment pressure situation and their coping styles, it was found that when the group of students in higher vocational colleges and universities faced employment pressure or employment frustration scenarios after the emergence of strong pressure, the ability to positively solve problems, as well as the ability to recover their health, is low. Although the students in higher vocational colleges and universities will actively take a series of coping measures to alleviate the pressure of employment, when the results or process deviates from their expectations, they will consider the current pressure scenario they are in as uncontrollable and successively experience a series of negative emotional or physiological reactions.

4.2.2 External factors affecting the students' employment pressure at Quanzhou Light Industry Vocational College

4.2.2.1 Social Factors of Employment Competitive Environment Leading to Employment Pressure of Higher Vocational Students

The pressure of job hunting competition comes from both the social environment and the school environment. Students of Quanzhou Light Industry Vocational College like to go to economically developed areas for employment when they graduate because college students are eager to get better working environments and salaries, but in the face of such a large number of unemployed college students, economically developed areas can hardly satisfy the employment needs of all students. In recent years, the state has introduced favorable policies for the employment of students in higher vocational colleges and universities, such as micro-guaranteed loans and subsidized interest support, exemption of related administrative fees, and enjoyment of social welfare, which can be said to have helped college students to solve the problems of job-seeking and financial problems after graduation to a certain extent. Although most of the policies introduced by the government encourage universities to actively start their businesses, the popularity of "freelancing" among graduates has increased. Although the state has introduced some welfare policies, the promotion of guidance for the employment and entrepreneurship of students in higher vocational colleges and universities, relatively lack of focus, students in higher vocational colleges and universities in the face of strong entrepreneurial pressure, many problems can not be solved, thus forcing them to give up. The state, faced with the severe employment situation of college students, should actively encourage their employment and entrepreneurship, and for the employment of students in higher vocational colleges and universities, the government should establish a corresponding entrepreneurial system and employment mechanism.

The state attaches great importance to the development of vocational education, however, the preparation of the corresponding social environment has not yet been

perfected, and the prejudices about higher vocational education in society have not yet abated, there even exists the wrong concept of treating higher vocational education as "second-rate education", which devalues the social status and personal value of the higher vocational students, and makes the employment of higher vocational students facing multiple difficulties and increasing employment pressure. This makes the employment of higher vocational students face multiple difficulties and the pressure of employment multiplies. Society does not have a deep enough understanding of higher vocational education, thinking that the level of higher vocational education is low and that the students have poor academic results and poor performance. Some employers pay too much attention to the academic level of students when recruiting, ignoring the professional skills of students, it is written on the recruitment notice that "education below a bachelor's degree is exempt from negotiation", and some enterprises require that those who have working experience are preferred, which causes higher vocational students to be in a disadvantaged position in the competition for employment (Xiao, 2015).

4.2.2.2 Family factors contributing to employment pressure among higher vocational students due to lack of job search assistance

Lack of job searching help means that college students hope to get more convenient external resources, connections or channels, and other support in the process of employment, but often in a state that is not what they wish for, which makes college students feel helpless about employment. Deeply influenced by traditional cultural thinking, the family concept of contemporary college students is still strong, family education is important to the growth of college students, and parents' employment concept also deeply affects the value judgment and psychological activities of their children. In families dominated by parents' values, they tend to choose their children's employment according to their ideas or concepts of choosing a career, which lacks democracy and creates certain psychological pressure on their children. Many graduates can't completely get rid of the shadow of family expectations in choosing a career, they think that their parents have worked hard to educate them, and they should respect their parent's wishes when choosing a career to repay their parents for the favor of raising them, college students with this concept blindly follow their parents' wishes when choosing a career, ignoring their own career interests and hobbies.

Most parents have high hopes for their children, hoping that they can enter a higher level of units or economically more developed cities to work, parents' expectations and children's often have a certain gap, and the students feel guilty, feel that failed their parents a piece of hard work, and thus produce a huge psychological pressure. Nowadays, most college students are born after 90 years old, most of them are only children, and their parents love them very much, every college student shoulders the expectations of the family, but many parents do not realize that higher education has changed from elite education to mass education, and they still think that college students are still the pride of the world, and they put the hope of the whole family on their children. Some parents

from rural or poor families put their hopes on their children to change the poor and backward status quo. In front of their parents' high expectations and the cruel employment reality, college students' inner conflicts are intensified, causing great psychological pressure. Through interviews, learned that graduates of Quanzhou Light Industry Vocational College are mostly only children, their growth is almost surrounded by several generations of careful care, parents have high expectations of their children's employment, can't afford to have their children work at the grass-roots level and the front-line jobs, and hope that their children will be able to work in well-known enterprises or institutions through university studies, and excel in their field.

4.2.2.3 School Education Factors of Employment Pressure on Higher Vocational Students Due to the Conflict between Supply and Demand of Specialties

China implement the policy of expanding the enrollment of higher vocational education, and under the background of the expansion of enrollment, the mismatch between the school's teachers, teaching facilities and other hardware conditions and the source of students appeared. At this stage, the number of students in Quanzhou Light Industry Vocational College has increased significantly, and the resources such as teachers, logistics and teaching caused by the rapid expansion of enrollment are unable to meet the current stage of the education system, and the pressure on the teachers to teach is too heavy to ensure the quality of teaching, while the phenomenon of uneven distribution of teaching resources such as the shortage of teachers and libraries also affects the quality of students' learning and enthusiasm. Similarly, due to a large number of students, the management of the guide school is more difficult, and it is impossible to manage and cultivate each student accurately and differently, so they are even more unconscious and undisciplined, "letting themselves go", resulting in a decline in the overall quality of higher vocational students.

Secondly, through in-depth interviews, it is found that many students believe that their professional skill level is not high, there are different degrees of the narrow employment surface of the learned profession, and the counterpart employment position affects the status quo of employment pressure. Through the study, it was found that Quanzhou Light Industry Vocational College lacks applicability in the setting of professional courses, which is specifically manifested in the mismatch between the setting of the school's professional courses and the requirements of the talents needed by employers, and is unable to meet the current market demand for professional and technical personnel. In the higher vocational colleges and universities students' employment pressure professional supply and demand contradiction dimension interview, the results of the survey can be seen, in the current stage, higher vocational school training of students, the lack of practical education for students and how to cope with the role of the transition from school to society, in the community before entering the school's guidance and training of the students have a very important role in the orientation. When students lack the adaptation to this transformation, it will cause college students to have a sense of tension and helplessness in the face of employment,

and feel confused about their careers, which will invariably enhance the psychological pressure of higher vocational students in the face of employment (Xiong, 2021).

Finally, employment guidance is a course that students must not lack when they enter society, through interviews, learned that Quanzhou Light Industry Vocational College gives students a lack of employment education, which is mainly reflected in the fact that employment education is not realized throughout the whole process, and most of the teachers of the employment education course lack employment experience of young counselors, and they can give very limited practical guidance to students, and the content of the course is mostly the theoretical elaboration and explanation of the employment-related theories of job hunting and employment. The course content is mostly theoretical exposition and explanation of job hunting and employment, and the insufficiency of this kind of employment guidance for students in higher vocational colleges and universities is one of the main factors that increase the pressure of their employment. Therefore, it is necessary to optimize the school's employment guidance services to fundamentally increase the importance of this course and get real employment guidance from it (Zhong, 2023).

4.3 Propose the countermeasures to alleviate the students' employment pressure at Quanzhou Light Industry Vocational College

Moderate employment pressure can stimulate the initiative and competitiveness of college students' job search, but too much psychological pressure or too long duration is not conducive to the successful employment of college students (Wang, 2017). By analyzing the influencing factors of employment pressure of students in Quanzhou Light Industry Vocational College, it is found that the generation of employment psychological pressure of higher vocational students is the result of the role of internal factors and external factors, therefore, to deal with the problem of employment pressure of students in Quanzhou Light Industry Vocational College, the countermeasures to alleviate the internal factors of students' employment pressure are put forward from the level of the individual himself, and the countermeasures to alleviate the external factors of students' employment pressure are put forward from the aspect of the society, the family, and the school. Combined with the theory of pressure cognitive interaction, coping with student employment pressure requires mutual support and cooperation among individuals, society, families and schools, and creative work within their respective responsibilities, to put forward the countermeasures to alleviate the employment pressure of students in Quanzhou Light Industry Vocational College.

4.3.1 To Alleviate the Internal Causes of Employment Pressure among Students of Quanzhou Light Industry Vocational and Technical College

The countermeasures to alleviate the internal factors of employment pressure on students in Quanzhou Light Industry Vocational College are proposed to alleviate

the employment pressure from their level by enhancing self-efficacy, improving cognition and evaluation, and adjusting career choice preferences. "Self-adjustment is a process in which individuals use certain principles and methods, mainly those of psychology, to promote positive changes in their psychology and behavior" (Liu, 2021). Its main role is to help college students objectively analyze themselves in the face of frustration and pressure, remove psychological pressure, maintain a positive and healthy employment mindset, and achieve smooth employment. According to the Pressure Cognitive Interaction Theory, at the individual level, psychological interventions such as regulating self-perception, enhancing psychological resilience, and adjusting occupational preferences, as well as personal regulation, can be used to improve one's understanding of and attitude toward pressure at the internal level, to achieve the purpose of alleviating the pressure brought about by employment.

4.3.1.1 Increased mental toughness

The key elements of increasing psychological resilience, which include: optimism, positive response to fear, exercising one's moral courage, social support, role modeling power, physical exercise, training the brain, cognitive flexibility, meaning and mission. Students at Quanzhou Light Industry Vocational College need to improve their psychological resilience and increase their mental toughness to positively cope with the employment pressure they face today.

4.3.1.2 Self-cognitive regulation

Only those who know themselves correctly can treat people correctly, so the first step of self-adjustment is cognitive regulation. First of all, correctly recognize yourself. "Objective and comprehensive evaluation of self is the first step of self-knowledge, but also the key to do anything, reflected in the choice of career, is to figure out "what can I do" process. Secondly, correctly recognize the external employment environment. Students of Quanzhou Light Industry Vocational College should not only evaluate themselves objectively and comprehensively, but also recognize the current employment environment, correctly perceive the external employment situation, and have a more comprehensive understanding and mastery of the entire employment process. It is necessary to see the current expansion of colleges and universities and the reform of the employment distribution system to bring the employment pressure of college students but also to learn to adapt to the current employment environment and enhance the ability to cope with external competition.

4.3.1.3 Adjusting Occupational Choice Preferences

Quanzhou Light Industry Vocational College students should learn to self-regulate their emotions in the process of job hunting, and learn to face the difficulties they face positively. In addition, in the process of job searching, they should learn to

control their hearts, maintain a smooth competitive mindset, and not have a jealousy mentality. For students who are successful in employment, don't produce nervousness, and form a healthy competitive relationship.

4.3.2 To Alleviate the External Factors of Employment Pressure of Students in Quanzhou Light Industry Vocational and Technical College

4.3.2.1 Social aspects

The government proposes to introduce supportive policies, regulate the flow of employment, expand employment space, provide employment opportunities, create a social atmosphere of fair employment, and eliminate employment discrimination to improve the employment environment and alleviate the pressure on the employment of higher vocational students (Luo, 2016).

Firstly, supportive policies should be introduced to provide employment opportunities. A series of incentives and preferential policies have been introduced for college graduates to strengthen the management of the employment situation, collect and release recruitment information in a timely manner, establish a joint employment platform between colleges universities, and enterprises, and push fresh employment information to students in a timely manner, to adapt to the form of the rapid development of network technology, so the Government should increase its support for on-line employment, and establish a good on-line employment environment for college graduates.

Secondly, regulating the flow of employment and expanding the employment space for students. At this stage, most of the students' employment intentions favor China's first- and second-tier cities, because the city is developing rapidly, and the company's treatment is good, but this kind of unit has limited demand for talent, so it will lead to the phenomenon that students will cause talent crowding when applying for jobs, and most of the graduates will be difficult to get the job they want so that they will feel the greater pressure of employment, so it is important to encourage graduates of colleges and universities to go into the grassroots level and the Therefore, encouraging talents graduating from colleges and universities to enter the grassroots and impoverished areas can not only alleviate the competitiveness of employment in developed areas but also help the development of grassroots areas.

Thirdly, entrepreneurship should be encouraged to promote employment through entrepreneurship. Encourage and support entrepreneurship among students of higher vocational colleges and universities, optimize the entrepreneurship platform, and set up employment and entrepreneurship consultation windows for college students. Optimize the national college students' entrepreneurship service network to provide a college students' entrepreneurship platform with the functions of entrepreneurship project docking, entrepreneurship training, typical policy

propaganda, entrepreneurship professional consultation, etc., to encourage college students to start their own businesses and provide entrepreneurship consultation for college students.

Fourthly, employment discrimination should be eliminated and a fair employment environment should be created. On the one hand, the government should intervene by introducing laws and policies to create a fair employment environment. On the other hand, employers should improve the awareness of fair employment and assume due social responsibility, some employers will be concerned about the ability of higher vocational students, and only hire students who graduated from prestigious schools or students with high academic qualifications, which increases the pressure on the employment of higher vocational students, and employers should consciously eliminate the discrimination in the use of talents, improve the awareness of fair employment, assume due social responsibility, and in the pursuit of economic benefits while also having the social responsibility of the enterprise.

Fifthly, cultivate a healthy social mentality and create a harmonious social atmosphere. Harmony and stability have a certain significance in guiding the mental health of college students. Because of the severe and unpromising employment situation, advocate that society should form a healthy and peaceful employment mentality, rationally respond to the current employment situation, call on the public to pay attention to and learn about mental health knowledge, and resist the undesirable social trends, to cultivate a healthy social mentality and positive emotional feelings.

4.3.2.2 Family aspects

Strengthening family education, developing up-to-date employment concepts, and providing children with adequate psychological support to cope with pressure. Family is the main place for students to grow and develop, and the family structure, atmosphere and parents' behavior and words will have a subtle influence on students' values. For college students, the family is a strong backing when they are struggling outside, and with the support of the family, the pressure on college students in employment can be greatly relieved (Li, 2021).

Firstly, parents should change their traditional outlook on employment and career and establish scientific and reasonable career expectations. Parents need to give full consideration to their children's ability to withstand setbacks, take the initiative to lower their children's employment expectations, and give their children a moderate space for career choices so that they can face employment and society with a relatively relaxed attitude. There is so that can find jobs that best suit our working conditions.

Secondly, parents' high expectations of their children's employment should be lowered. "Expectation value is the ratio of individual desire to social need", the

higher the expectation value, the greater the psychological pressure. Parents should correctly recognize the social transformation of our country and the epidemic and other factors on the employment of college students brought about by the changes and impact, put aside past vanity, to guide their children to establish a correct concept of career choice. Not only should see the prosperity of the job market under the conditions of the market economy, encourage our children not to stick to the idea of the "iron rice bowl", and actively look for flexible jobs, but also realistically assess their children's abilities and qualities, and not to over exaggerate their children's actual ability to their children to put forward some of the requirements do not match the actual children, adding unnecessary psychological pressure on their children. Do not exaggerate the actual abilities of your children, make demands on them that do not correspond to reality, and add unnecessary psychological pressure on them.

Thirdly, create a harmonious family environment. Everyone lives in an established environment, people and the external environment are a system of interaction and mutual influence, in the process of college students' psychological pressure relief, the role of the family environment can not be ignored, parents should as far as possible consciously create a good family atmosphere, to help college students to cultivate a healthy employment mentality. In daily life, parents should respect their children's interests, hobbies and personality traits, and not interfere too much in their children's life decisions, which is reflected in the issue of employment, that is, to return the initiative of choosing a career to their children, so that they can freely choose their favorite occupation. In the choice of career goals, choice of place of employment, and other issues to fully develop a democratic style, resolutely put an end to the "one-handed" thinking, to create a relaxed and harmonious family atmosphere, avoiding the pressure on them. At the same time, they pay active attention to the relevant employment policies, provide guidance on their children's employment, and encourage them to go to the grass-roots level to build their careers and sharpen their will

4.3.2.3 Schools aspects

Colleges and universities are places where college students systematically learn scientific and cultural knowledge, and school education is conducive to the formation of a correct outlook on career choice and employment, and plays an irreplaceable role in the growth and success of college students. From the school level, it is proposed to adjust the enrollment policy and professional structure, strengthen the employment guidance and service body, and enhance entrepreneurship education to help college students in higher vocational colleges and universities adapt to the pressure. School is the base of students' development, and the school environment and atmosphere deeply affect students' physical and mental health(Guo, 2010). Therefore, Quanzhou Light Industry Vocational College must be oriented to the market demand, cultivate the competitiveness of college students' career choices,

promote the smooth employment of college students, and effectively avoid the great psychological pressure arising from employment.

Firstly, the employment guidance and service system should be strengthened. Career guidance for students in colleges and universities is not only limited to a single course, but also to improve its practicality. Increase the practical courses and increase the strength of employment guidance, so that students before entering the community better understand the employer and the market mode of work and professional needs. Moreover, colleges and universities can cooperate with relevant professional enterprises to organize internships led by professionals.

Secondly, adjust the professional settings and training programs to meet the needs of social and economic development. In the context of industrial structure upgrading, the professional structure of higher vocational colleges and universities does not match the occupational demand, the number of enrollment does not match the number of enterprise talents, and the quality of talent cultivation does not match the demand of enterprise talents, resulting in a disconnect between the supply of talents and the dynamic demand of enterprises, so colleges and universities should conduct serious research and rationally adjust the professional settings and cultivation programs according to the needs of social, economic and cultural development, and strengthen the cultivation of professional skills of vocational colleges and universities to meet the demand of enterprises for highly skilled technical personnel (Wu, 2006).

Thirdly, entrepreneurship education should be strengthened. Entrepreneurship can not only ease the current employment pressure, but also drive the development of industry. First of all, it is necessary to cultivate entrepreneurial thinking and entrepreneurial awareness in higher vocational students, change the previous prejudice, and understand the advantages of entrepreneurship. Secondly, should gradually improve the entrepreneurship incentive mechanism, so that college students can be more active and proactive in entrepreneurship. In addition, the school should also strengthen the training of entrepreneurship practice courses, do a good job in guiding students to actively participate in entrepreneurial practice activities, and cultivate students' innovative ability and innovative thinking, so that they can be better integrated into society when they graduate.

4.4 Conclusion

This study analyzes the internal factors and external factors that lead to the employment pressure of the students of Quanzhou Light Industry Vocational through the interview method and puts forward the countermeasures to alleviate the employment pressure of the students, and the results of this study are specified as follows:

Firstly, the reasons for the high level of employment pressure on students of Quanzhou Light Industry Vocational College include internal and external factors, including internal factors, such as the bias of self-knowledge and evaluation, the tendency of career choice, and the bias of psychological expectation on the employment unit, salary and treatment, the lack of corresponding planning awareness of the future employment, the sense of competition, the sense of crisis, and in the face of the employment can not accept the identity change. External factors include insufficient relevance of the government's employment and entrepreneurship support policies and institutional mechanisms, social discrimination against the employment of higher vocational students, high parental expectations of students' employment, and the mismatch between the school's professional curriculum and the requirements of employers' needs, the lack of employment guidance and services, and the contradiction between the training of professional talents and the market demand.

Secondly, countermeasures to alleviate the employment pressure of students in Quanzhou Light Industry Vocational College are proposed. Internally, it is proposed to improve self-efficacy, improve cognition and evaluation, and adjust the preference of career choices to alleviate the employment pressure; externally, it is proposed to improve the employment environment by the government introducing supportive policies, providing employment opportunities, regulating employment flow, expanding the employment space, encouraging entrepreneurship, and eliminating the discrimination of employment; at the family level, it is proposed to set up the concept of employment in line with the times and From the family level, it is proposed to set up the concept of employment with the times and give children enough psychological support to cope with the pressure; from the university level, it is proposed to adjust the enrollment policy and professional structure, strengthen the employment guidance and service, and enhance the entrepreneurship education to help the students of higher vocational colleges and universities adapt to the pressure.

Chapter 5 Recommendation

5.1 Introduction

This paper analyzes the internal and external factors affecting the employment pressure at Quanzhou Light Industry Vocational College through the review of the interaction theory of pressure cognition and related literature, and analyzes the internal and external factors affecting the employment pressure of Quanzhou Light Industry Vocational College through interviews, and proposes strategies to alleviate the employment pressure of the students of Quanzhou Light Industry Vocational College from the internal and external perspectives. At the personal level, it is suggested to improve self-efficacy, cognition and evaluation, and adjust the preference of career choices to ease the employment pressure; at the external level, it is suggested that the government should introduce supportive policies and provide employment opportunities; at the family level, it is suggested to set up the concept of employment in keeping with the times and give enough psychological support to children to cope with the pressure; and at the university level, it is suggested to adjust the enrollment policy and the structure of majors, From the university level, it is suggested to adjust the enrollment policy and professional structure, strengthen the employment guidance and service body, and enhance the entrepreneurship education to help the college students adapt to the pressure; from the social level, it is suggested to regulate the flow of employment, expand the space for employment, encourage entrepreneurship, and eliminate the employment discrimination to improve the employment environment.

5.2 Recommendation

Higher vocational colleges and universities have the advantage of cooperating with enterprises in talent cultivation, and students also have the characteristics of stronger hands-on ability, faster start-up speed, and higher adaptability to jobs, to alleviate the employment pressure of higher vocational students, Quanzhou Light Industry Vocational College should give full play to the advantages of the school and the students themselves, to form the multi-dimensional school running and school, government and enterprise collaborative education mode, linking to more information and resources to help broaden the employment channel of the higher vocational students, to promote the cracking of the employment problem of college students. To help broaden the employment channel, to promote the cracking of the employment problem of college students in higher vocational colleges and universities. Specifically, the following should be done.

First of all, a pluralistic pattern of schooling should be established, i.e., a teaching model that is "government-led, enterprise-organized and socially participatory". It should actively cooperate with social enterprises to build vocational education infrastructure and training bases and to build and share public training bases.

Secondly, the school-enterprise cooperation model should be adjusted to realize the diversification of schooling forms, and two-way or multilateral technical cooperation with enterprises can be realized to serve the innovation of students' skills together.

Thirdly, the form and content of school-enterprise cooperation should be expanded, and leading enterprises in the industry should be proactively invited to participate in depth in the planning of vocational education specializations, curriculum development, and the development of teaching materials.

Fourthly, exploring the apprenticeship system with Chinese characteristics, so that students have the dual status of "apprentice" and student, promoting the transformation of the main body of teaching from a single school to a dual teaching body of schools and enterprises, and truly embodying the "dual-teacher type" in the training of teachers, with enterprise lecturers entering schools and school lecturers entering enterprises, to make the production process of enterprises, the skill requirements and the teaching of the school a seamless connection and vigorously cultivate skillful talents, and to broaden the channel of employment for the students.

Fifthly, schools should organize more technical competitions to enhance the technical level of students so that they can meet the demands of vocational positions.

Sixthly, it shapes students' perfect personalities and resilient qualities, helps them to establish correct worldviews, and outlooks on life and values, assists them in mastering scientific methods of self-regulation, faces setbacks and difficulties with a positive mindset, and cultivates their psychological qualities of resistance to pressure and setbacks.

At the same time, encourage and support college students to dare to break through and start their own businesses, sharpen their will in practice, enhance their ability to withstand life, and cultivate students' resilience to cope with all kinds of difficulties and setbacks.

5.3 Research supplement

This study is aimed at the study of employment pressure influencing factors of this group of students in Quanzhou Light Industry Vocational College, and puts forward countermeasures to alleviate students' employment pressure, exploring the issue of college students' employment pressure from the pressure cognitive interaction theory, which is both consistent with previous studies and finds new results, enriching the relevant research on college students' mental health, filling the research gaps in this area, and having certain value and significance.

5.4 Recommendations for future research

At present, there are fewer studies related to the influencing factors of students' employment pressure in private higher vocational colleges and universities, and this paper carries out a study through the influencing factors of students' employment pressure and the countermeasures in Quanzhou Light Industry Vocational College, which can provide a certain reference for future researchers to study the employment pressure of students in higher vocational colleges and universities. Due to the influence and limitation of some factors, this study still needs to be improved and perfected, and has the following suggestions for future researchers:

Firstly, there were some limitations in the selection of subjects, and future research suggests selecting a more representative group.

Secondly, the research methodology needs to be further expanded, this paper mainly uses the interview method to conduct research, and future research suggests combining the questionnaire method and experimental method to expand the depth of the study.

Thirdly, due to the limitations of practical conditions, the suggestions put forward in this study to alleviate the employment pressure on students of Quanzhou Light Industry Vocational College are more of a theoretical conception, and future research suggests that their feasibility be tested through actual implementation.

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Appendix

Outline of the Interview on Employment Stress of Students in Quanzhou Light Industry Vocational College

Factors affecting employment pressure	title
internal factor	
Occupational quality evaluation	1. Do you consider yourself to be under employment pressure?
	2. Why do you think this pressure exists?
	3. Is there also employment pressure among your classmates and friends?
	4. are there any specific manifestations of your employment pressure? Emotionally? Behaviorally?
	5. How do you usually cope when employment pressure issues arise? Actively face it? Negative avoidance?
	6. Do you think you are good at anything in the workplace?
	7. What do you consider to be the key influencing factors in a job search?
	8. How well do you think you can express yourself verbally and communicate?
	9. Do you think work experience as a student leader is beneficial for employment?
	10. How well do you consider yourself to be organized and managed?
	11. What is your own level of expertise?
	12. Are you worried that the work is difficult and you are not up to the task?
	13. What do you think are the qualities that the workplace requires of people in this profession?
	14. Do you feel that your general ability is weak and you lack the confidence to compete?
	15. Do you think you have the right qualities for the workplace?
Self-recognition and orientation	16. What do you think is the biggest difficulty in employment?
	17. What types or nature of work do you find pleasurable?
	18. Are you clear about what kind of career suits you?
	19. Are you concerned about the low economic benefits of the job and the small salary?
	20. Do you want to work in a prestigious and effective organization?
	21. Are you concerned that you didn't take advantage of the interview and selection process when applying for a job?

	22. Are you worried that you won't be able to adapt to the new work environment?
	23. Do you believe that the number of graduates is large and competitive?
Psychological expectations of employment	24. What kind of professional future would you like to have?
	25. Are you concerned about the lack of various benefits and security at work?
	26. Do you want to stay in big cities or economically developed areas for employment?
	27. What is your desired level of salary package?
	28. What is your desired job position?
	29. Do you expect to work in a position with a good working environment and good benefits?
	30. Do you think that choosing a position that interests you reflects the value of your life?
	31. Are you worried about finding a job you don't like and not being motivated at work for long?
	32. Are you concerned about the low economic treatment of your job and the small salary?
External factors	title
Employment competition environment	33. What employment advantages do you think you have over undergraduate students?
	34. Did your classmates around you find jobs before you did?
	35. Are you worried about educational discrimination by employers?
	36. Are you concerned that you are poorly adapted to a new work environment?
	37. Are you concerned about the high number of graduates and the competition?
Lack of job search help	38. What support did your family provide during your job search?
	39. Is your own employment destination in line with your parents' views?
	40. Do you ever have a job search where you don't know whether you should choose a specialty or an interest?
	41. Do you feel that there is a serious lack of information on employment?
	42. What social connections do you think would help you in your job search?
contradiction between supply and demand of majors	43. What do you think is the market supply and demand for your field of study?
	44. Are you optimistic about the job prospects in your field of study?

	45. In which positions do you think your specialty is suitable for employment?
	46. Do you think that the current employment environment for college students is unsatisfactory and that the supply of your field of study exceeds the demand?
	47. Are you able to accept working in a job that does not correspond to your specialty?

