



**RESEARCH ON THE CONSTRUCTION OF EMPLOYMENT
MANAGEMENT SYSTEM FOR COLLEGE STUDENTS
MAJORING IN PRESCHOOL EDUCATION IN SENIOR HIGH
SCHOOL
--TAKE KUNMING INSTITUTE OF PROFESSIONAL ARTS AS
AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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This Independent Study has been Approved as a Partial Fulfillment of the
Requirement of International of Business Administration in
Education Management

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Title: Study on the Construction of Employment Management System for College Students Majoring in Pre-school Education in Higher Education Institutions - A Case Study of Kunming Art Vocational College

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ABSTRACT

Under the background of the national high quality requirements for employment, the employment requirements of preschool education majors belonging to the "state-controlled majors" are also more stringent, coupled with the objective reality of the difficulty of college students' employment, preschool education majors' employment management work is facing a great challenge, and how to systematically and professionally build the construction of the employment management team and improve the quality of employment of kindergarten teachers' college students is the focus of the present study. the focus of this study. The objectives of this study were: 1) To strengthen the educational and teaching level of preschool education majors and improve the employment competitiveness of preschool education students.2) To find out ways to alleviate the employment pressure of preschool education graduates and at the same time enhance their intrinsic employment needs.3) To use teachers' expectations as a positive external factor to promote and enhance graduates' employment willingness.4) To establish a perfect employment management system to promote the employment quality of preschool education graduates.

This study utilizes Maslow's need theory and expectation theory, using quantitative research methods, through the independent and dependent variable scale item composition and its measurement and the questionnaire survey on the status quo of the professional commitment of pre-primary education students in higher vocational colleges and universities, this time 600 questionnaires were issued, and the valid questionnaires were 578 through the obtaining of pre-primary education tertiary level graduates' employment status, pressure and other relevant data based on Maslow's need

theory, Expectation motivation theory support, in-depth analysis informs the employment demands of students majoring in preschool education in high schools and colleges, and puts forward a strategy to alleviate the employment pressure of graduates of preschool education tertiary level, and then, on this basis, constructs the employment management system of college students majoring in preschool education in higher vocational colleges and colleges. The finding of this study were:1) Employment needs to be better secured, which can meet the most basic needs of college students in this field of employment.2) In the process of guiding college students to adjust their employment motivation we find that employment motivation is affected by the probability of success in addition to being controlled by human consciousness. Therefore, it is especially important to guide graduates to make reasonable attributions. 3) The employment problems of graduates of preschool education in colleges and universities are characterized by diversity and complexity, and exploring the construction of an employment management system for preschool education in colleges and universities is particularly important for enhancing the employment rate of graduates in this field. 4) To promote the employment rate of graduates of the college type of preschool education, it is necessary to break down the educational prejudices of the society, and at the same time pay attention to the quality and level of employment management work of preschool college students in high school type of colleges and universities.

Keywords: preschool education program, employment quality, employment stress management, Maslow's need theory and expectancy theory

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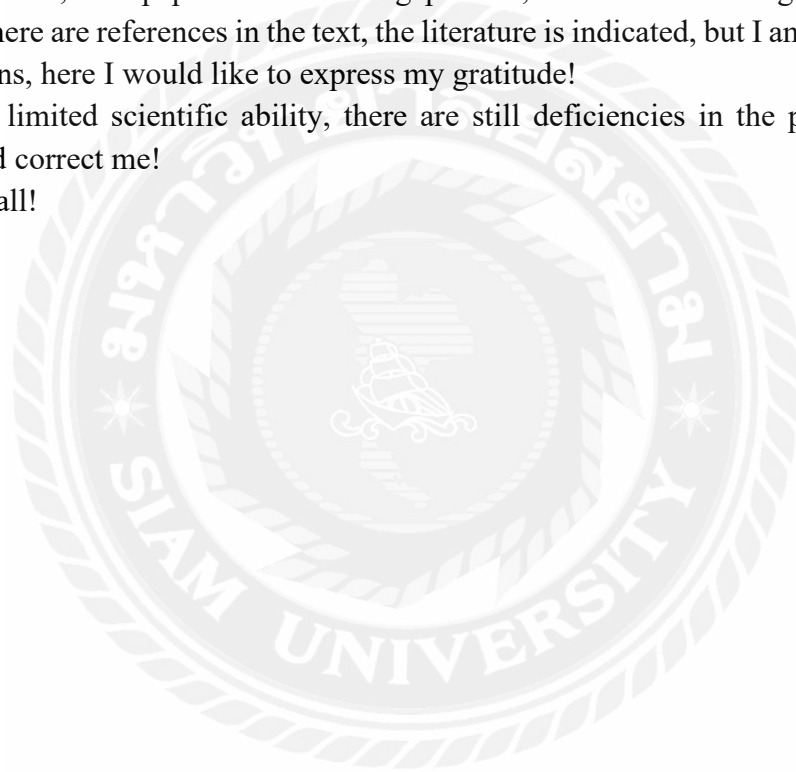
I am grateful to the university for providing a platform for cultural exchange and for giving us a stage to showcase ourselves. I am also grateful to my friends who lived and studied with me, who made my postgraduate life more colorful.

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In addition, this paper in the writing process, reference to a large number of literature, there are references in the text, the literature is indicated, but I am afraid there are omissions, here I would like to express my gratitude!

Due to my limited scientific ability, there are still deficiencies in the paper, please criticize and correct me!

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Chapter 1 Introduction

1.1 Background of the study

In recent years, China's preschool education has been developing rapidly. According to (Chinese government website, 2022) official statistics, the number of children in kindergartens nationwide will reach 48.052 million in 2021, an increase of 13.808 million over 2011, and the national gross enrollment rate for the first three years of preschool will increase from 62.3% in 2011 to 88.1% in 2021, an increase of 25.8 percentage points, making preschool education basically universal. The number of kindergartens nationwide will reach 295,000 in 2021, 128,000 more than in 2011, an increase of 76.8%, which can effectively guarantee the increasing demand for school-age children. (Beijing Business News, 2022). In 2021, there will be 245,000 inclusive kindergartens (including public and private inclusive kindergartens) nationwide, accounting for 83% of the total number of kindergartens, including 128,000 public kindergartens, an increase of 149.7% over 2011. The coverage rate of kindergartens will reach 90.6%, and each township will basically have a public central park, with large villages running independent kindergartens and small villages running joint kindergartens; adapting to the process of urbanization, we will continue to expand urban inclusive resources, especially by comprehensively carrying out the governance of urban district supporting kindergartens, with a total of more than 20,000 kindergartens under governance, increasing the number of inclusive places by 4.16 million. (Chinese government website, 2022). In addition, the quality of preschool teachers has improved significantly, with the total number of kindergarten directors and full-time teachers nationwide exceeding 3.5 million in 2021, and the proportion of directors and full-time teachers with specialist degrees or above reaching 87.8%. Statistics show that the scale of preschool education teacher training in China is expanding, and in 2021, there are 1,095 undergraduate colleges and universities offering preschool education, with 265,000 graduates, providing strong support for the continuous replenishment of kindergarten teachers. (Luo, 2022). However, under the influence of the epidemic, college graduates generally face employment pressure, especially graduates of senior high school, employment pressure is a substantial increase, (Gao, 2020). and "to achieve higher quality and fuller employment" has become the national A basic requirement for the quality of employment in colleges and universities. The rapid development of preschool education and the surge in demand for professional teachers, but the employment pressure of college students majoring in preschool education in high school still exists, (Pan & Zhang, 2018). coupled with the continuous improvement of national requirements for employment quality, all constitute the problems faced by high schools and colleges with preschool education enrollment qualifications.

1.2 Research problem

In the context of the national demand for high quality employment, especially in preschool education, which is a "state-controlled major", the problem of employment management construction is based on the objective reality of difficult employment of

college students, on the development of the employment situation of college students, and on the realistic development dilemma faced by college students' employment education. The employment management in higher education institutions is facing great challenges, This study seeks to explore in depth the following two key issues.

1. Under the requirement of high-quality employment, how to set up, manage and train the employment management team of preschool graduates from senior high school institutions? High-quality employment necessarily requires high-quality employment management team, which is the key to solve the smooth and efficient employment of preschool education graduates in higher vocational colleges and universities. Therefore, the construction of a systematic and professional employment management team is one of the key issues of this study.

2. Under the influence of the new crown epidemic, the employment of college students has become significantly narrower. The choice of preschool graduates in several directions of kindergarten, childcare and early childhood institutions, and academic upgrading obviously produces more wavering thinking, and students' employment pressure strengthens, so how to do a good job of managing graduates' employment pressure and how to meet the employment needs of preschool graduates while stimulating their enthusiasm and initiative of employment is another major issue of this study.

1.3 Research Objectives

1. To enhance the competitiveness of preschool education majors in terms of employment while strengthening their educational teaching standards.

2. To identify ways to alleviate the employment pressure of preschool graduates while enhancing their intrinsic need for employment.

3. To use teacher expectations as a positive extrinsic factor to promote and enhance graduates' employment intentions.

4. To establish a sound employment management system to promote the employment quality of preschool graduates.

1.4 Significance of the study

1.Theoretical significance:

Through the literature, we identify the core concepts and theoretical basis of this paper, synthesize the studies of scholars, study the employment management pressure, indicators for evaluating employment quality, and refine the factors affecting employment quality. Combined with Maslow's needs theory, the intrinsic drives affecting the employment needs of preschool graduates are explored in depth to

stimulate individual motivation and initiative; under the guidance of expectation theory, the causal factors affecting the employment of college students, that is, the extrinsic factors, are explored, and finally the core factors affecting the quality of employment are comprehensively refined. According to the principle of theoreticality of educational practice, integrating the design of educational structure system, the exploration of applied professional talents cultivation under employment theory is conducted to improve the level of vocational skills education while playing an important role in the cultivation of technically skilled talents (Xu, 2019).

2. Practical significance:

With the continuous development of skilled personnel education, vocational skills education, as one of the important components of China's vocational education, plays an important role in improving the construction of the entire national vocational education system and promoting national economic development, and the training of applied professionals plays an important role in promoting the construction of national and social development, according to the learning of relevant professional knowledge, combined with the operation of practical functions to improve the functions of students in higher education institutions while improving employment levels (Wang, 2021). Combined with employment development needs, this study Through the investigation of the employment pressure and employment situation of preschool education graduates in Kunming colleges and universities, we understand the employment management and education mode of colleges and universities, and analyze in depth, based on the school level, the psychological factors that affect the poor employment quality and employment pressure of kindergarten teacher college students (Tang, 2011), and provide specific reference and clear direction for the employment guidance as well as mental health education of preschool education graduate college students; effectively develop reasonable employment management model for preschool education students, which can be better applied to the relevant work in colleges and universities.

1.5 Flow chart of the research theory

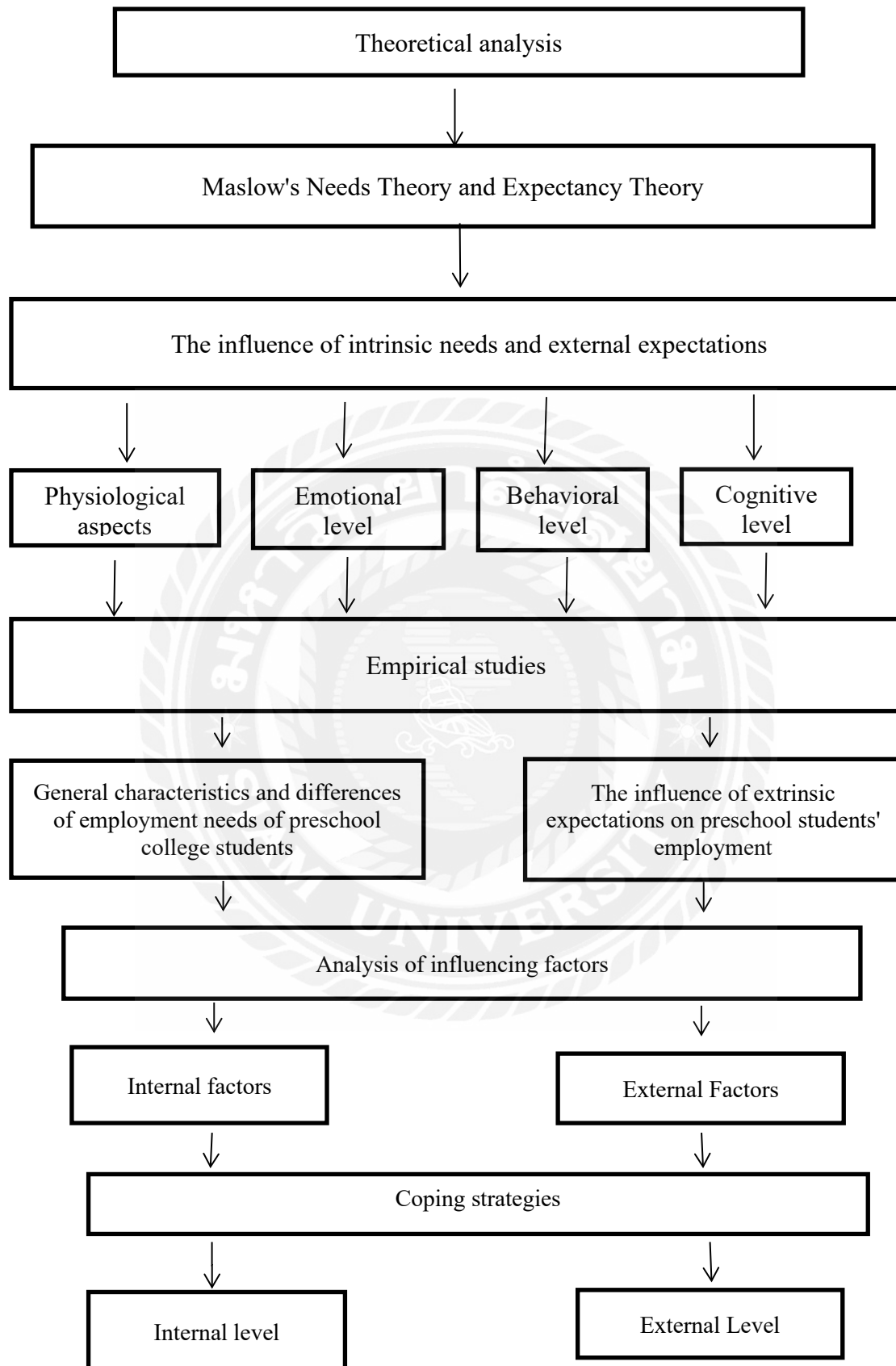


Figure 1-1 Detailed diagram of the research process framework

Chapter 2 Literature Review

2.1 Overview

Based on the in-depth understanding of Maslow's need theory and expectancy motivation theory, this chapter understands the current research status of employment management of today's high school graduates by studying related studies, and accordingly designs the research ideas of this paper and finds the most appropriate research methods. In addition, this chapter defines the relevant concepts mentioned in this paper to facilitate the writing and understanding of the subsequent chapters.

2.2 Literature Review

2.2.1 Review of literature related to employment management in preschool education

Chen et al. (2022) pointed out that the theoretical model of preschool students' employability consists of four dimensions: professionalism, professionalism, personality traits, and educational sentiment. Personality traits and educational sentiments, as implicit factors in the structure of employability, point to the upper level of individual employability. A teacher who has depth and warmth in his or her career and spontaneously loves his or her position is more likely to be favored by the school, and has more enthusiasm and mission to develop his or her career. However, at the same time, preschool education is a "practical" profession and kindergarten teachers are a "professional" profession, so the role of professionalism and professionalism as the lower limit of employability structure and the basic guarantee of its external factors cannot be ignored. Otherwise, all the rendering of personality and sentiment will become water without source and wood without foundation.

Luo (2020) pointed out that the employment intention of preschool education graduates shows new characteristics, and to improve the employment intention of graduates, it is also necessary to carry out guidance work for kindergarten teachers applying for jobs, broaden the access to online employment information, and help graduates to establish correct employment concepts.

According to Gao (2020), the teaching organization of preschool education majors, students' identification with their own majors will have a very direct impact on their learning status. In terms of the state of social development in the context of the current stage of the network environment, most students are more identified and familiar with the Internet information system, but their initial understanding of kindergartens still remains in ensuring the living condition and daily safety of young children, and they lack understanding and identification with the technical and professional requirements of the early childhood education major. In addition, some students themselves have the problem of lacking deep knowledge and reasonable

planning for their personal careers. Although the employment of education majors is professional in nature, the employment pressure is relatively high at this stage, and the professional theoretical knowledge and practical requirements that students need to learn are also diverse. For example, the professional abilities required by early childhood teachers include music teaching ability, language guidance ability, piano accompaniment practice ability and so on. This in itself is difficult for preschool students in higher education institutions to learn.

According to Wang (2009), the purpose of choosing a career for college graduates is ultimately to meet the needs of life, and thus the employment values of college students are a reflection of the importance they attach to various life needs. If the theory of needs is applied in college life to establish a scientific and suitable employment concept for their own development, the bad employment psychology and concept will be eliminated at the source not only for the chance of college students' employment success but also for their future development.

Jing (2021) points out that college students often enter the job market with high expectations, and although they are guarded against expectations, reality is far more complicated than expectations. Faced with severe competition, college students will constantly lower the job expectations in their minds, and often, in this way, there is a possibility that they still cannot find a job, and stress ensues with greater mood swings. Appropriate and moderate anxiety and uneasiness, by taking appropriate means of venting, can help gain stronger motivation and push them to be more and more frustrated and unremitting in the job market; however, too much, long-term and continuous anxiety and uneasiness are not conducive to the physical and mental health of college students, moreover, they are not conducive to their employment, and even if they are employed, they will have negative effects.

Zhou (2010) expectancy theory assumes that behaviors are generated by individuals' expectations, and when expectations are strengthened, such behaviors are further reinforced. Individuals make a feasibility analysis of various options before acting and make a final choice from among various options based on the subjective value of the outcome and the likelihood of achieving that outcome. The current employment choice psychology of college students is also based on the expectation of future results, therefore, expectation theory has important implications for explaining the current employment choice psychology of college students.

Based on field research and analysis of survey data from higher vocational schools, Xiao (2013) found that higher vocational college students have doubts about what jobs to take after graduation and what jobs are suitable for them. To solve the employment problem of preschool graduates, suggestions are made from the government, schools and individuals, respectively; the government plays a macro-regulatory role in the employment of preschool graduates, schools should reform the talent training mode, and individuals should improve their overall quality.

Zhang (2016) believes that the difficulty of employment of higher vocational preschool education graduates is mainly caused by the pressure of education, the pressure of qualification certificate, and the pressure of job nature. Suggestions were made from schools, employers and graduates respectively that schools should improve their teaching and enhance the employability of higher vocational graduating college students to meet the needs of the job market; graduates should also have the awareness of self-improvement and establish the concept of mutual promotion of lifelong learning and career development.

Lai (2011) suggests that "employment quality contains many indicators, which are specifically divided into different levels of primary, secondary and tertiary. They include work environment, work ability, salary, work benefits, social relations and social security level. (Excluding Tibet Autonomous Region)." Li Bin suggested that "the selection of employment quality evaluation indicators should take into account both subjective and objective indicators. For example, the comprehensive employability formed before employment, the level of employment services provided by the school to the graduates; employment position indicators are income level, employment environment, etc.

2.2.2 Regarding Maslow's theory of needs.

Maslow's five levels of needs theory is one of the behavioral science theories, which was proposed by American social psychologist Abraham Maslow in his "Theory of Human Motivation" published in 1943, dividing human needs into five levels, including physiological needs, security needs, social needs, respect needs and self-actualization needs.

MASLOW'S MOTIVATION MODEL

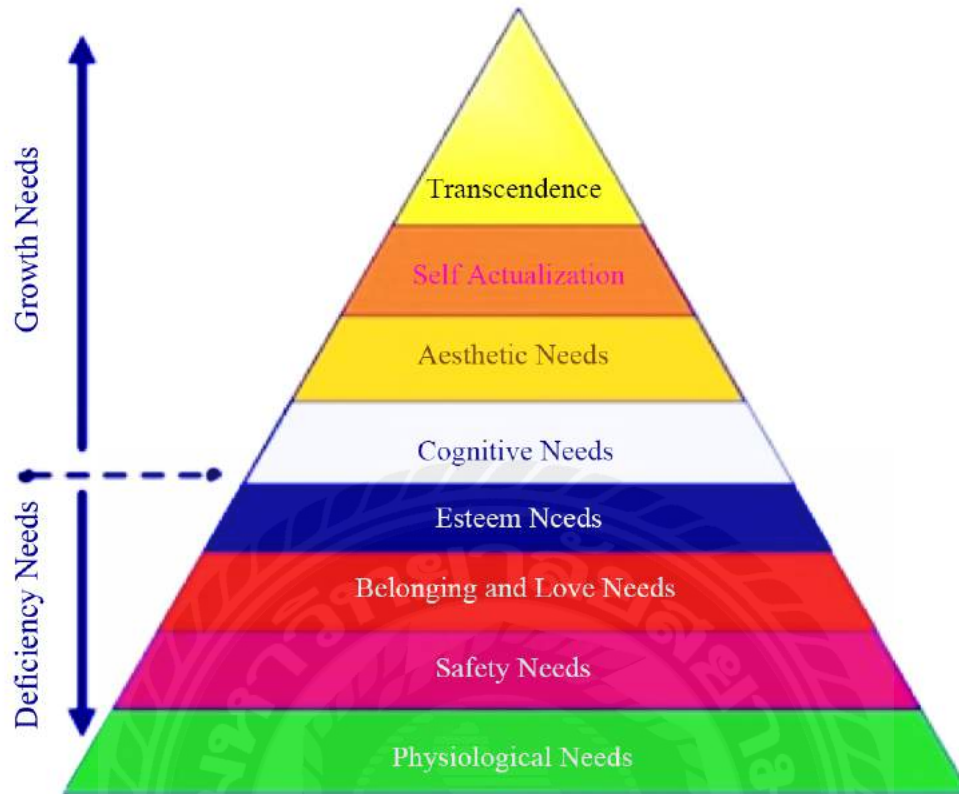


Figure 2-1 Maslow's Hierarchy of Needs

Maslow (1943) proposed that the five needs are the most basic, innate, constitute different levels or hierarchies, and become the forces that motivate and guide individual behavior. The relationship between lower and higher needs: Maslow believed that the lower the level of need, the greater the power and the greater the potential. As the level of needs rises, the power of needs decreases accordingly. Before higher level needs can emerge, lower level needs must be satisfied. In the evolution from animals to humans, higher needs emerge later. Infants have physiological needs and security needs, but self-actualization needs emerge after adulthood; all living things need food and water, but only humans have the need for self-actualization (Maslow, 1943).

Low-level needs are directly related to the individual's survival and are also called deficit or deficiency needs, which are directly life-threatening when they are not met; high-level needs are not absolutely necessary to maintain the individual's survival, but satisfying such needs makes people healthy, long-lived and energetic, so they are called growth needs. High-level needs are more complex than low-level needs, and good external conditions must be in place to satisfy them: social, economic, and political conditions (Peng, 2003).

Maslow saw the distinction between lower and higher needs and later clarified that satisfying needs is not an "all or nothing" phenomenon, acknowledging that his earlier

statement may have given the "false impression that needs must be satisfied 100 percent before the next need arises". Before a person's higher needs arise, the lower needs need only be partially satisfied. Example: To achieve one's ideal at the expense of one's life, one disregards physiological needs and safety needs. Individuals differ in their pursuit of needs, with some having a need for self-esteem that exceeds the need for love and belonging (Ma, 2002).

2.2.3 Expectancy theory

Expectancy theory (Expectancy theory) is a theory of management, also known as "valence-means-expectancy theory", proposed by Victor Fromm, a famous North American psychologist and behavioral scientist, in *Work and Motivation* in 1964. It is a theory of management psychology and behavioral science. This theory can be expressed as follows: $\text{Excitement} = \text{Expectancy} \times \text{Valence}$ (Gao, 2018).

In this formula, excitement refers to the intensity of motivation and potential within the person; expectation is the degree of certainty of reaching the goal based on the person's experience; and valence is the value of the goal that can be achieved to satisfy the person's needs. The formula of this theory shows that the degree of motivation depends on the product of expectation and valence. In other words, the greater a person's certainty about the goal, the higher the estimated probability of reaching the goal, the stronger the motivation, and the greater the motivation, in leadership and management, the use of expectation theory in motivating subordinates is of some significance (Liu, 2021).

Expectancy theory is based on three factors reflecting the relationship between needs and goals. To motivate employees, it is necessary to make it clear to them that Zhou (2011):

- (1) The job provides them with what they really need.
- (2) What they desire is tied to performance.
- (3) They can improve their performance if they work hard.

2.3 Theories on explaining the relationship between the independent and dependent variables

Maslow's theory divides needs into five categories: physiological needs, security needs, social needs, respect needs and self-actualization needs, in order from lower to higher levels. From the perspective of employment needs of high school preschool graduates, the employment requirements on each level of needs are different, i.e. different employment outcomes meet different levels of needs. Considering the employment needs of high school preschool majors on top of the basis, different needs also i.e. , different management methods are generated. (Wang & Wang , 2009)

The employment of high school graduates always hopes to reach the expected goal through certain efforts. If an individual subjectively thinks that the probability of

reaching the goal is high, he will have confidence and inspire a strong work force; on the contrary, if he thinks that the goal is too high and when there will not be good performance through efforts, he loses the inner motivation and leads to negative work. Therefore, it becomes very important to find out how to improve the employment expectations of high school preschool graduates (Zhou, 2010).

The preschool education graduate is hoping to be rewarded after achieving performance, but of course this reward is also comprehensive, including both material and spiritual. If he thinks he can get reasonable rewards after achieving performance, he may generate enthusiasm for work, otherwise he may not be motivated (Wang, 2012).

The degree of motivational influence of employment results on college students depends on their evaluation of the results, i.e. the relationship between rewards and satisfaction of personal needs. People always hope that the reward they receive will satisfy their needs in some way. However, since there are differences among individual college students, the degree to which they require various needs to be satisfied varies. Therefore, for different people, the same kind of reward can satisfy different needs and motivate different work (Wu, 2011).

2.4 Reasons related to the choice of the theory used

When evaluating the employment quality of college graduates, we cannot ignore the characteristics of graduates as "social people". In addition, an organization with good interpersonal relationship will satisfy the individual's need for belonging and love, just like a family (Bu, 2002). In an organization with good interpersonal relationships, individuals help each other and make progress together, which will make individuals feel a sense of belonging like a family and do not want to leave, and individuals will be satisfied with the care from other individuals in the organization and will pass on this care to influence more members in the organization, which will positively improve the efficiency of the whole organization (Huang, 2014).

2.5 Theoretical framework diagram

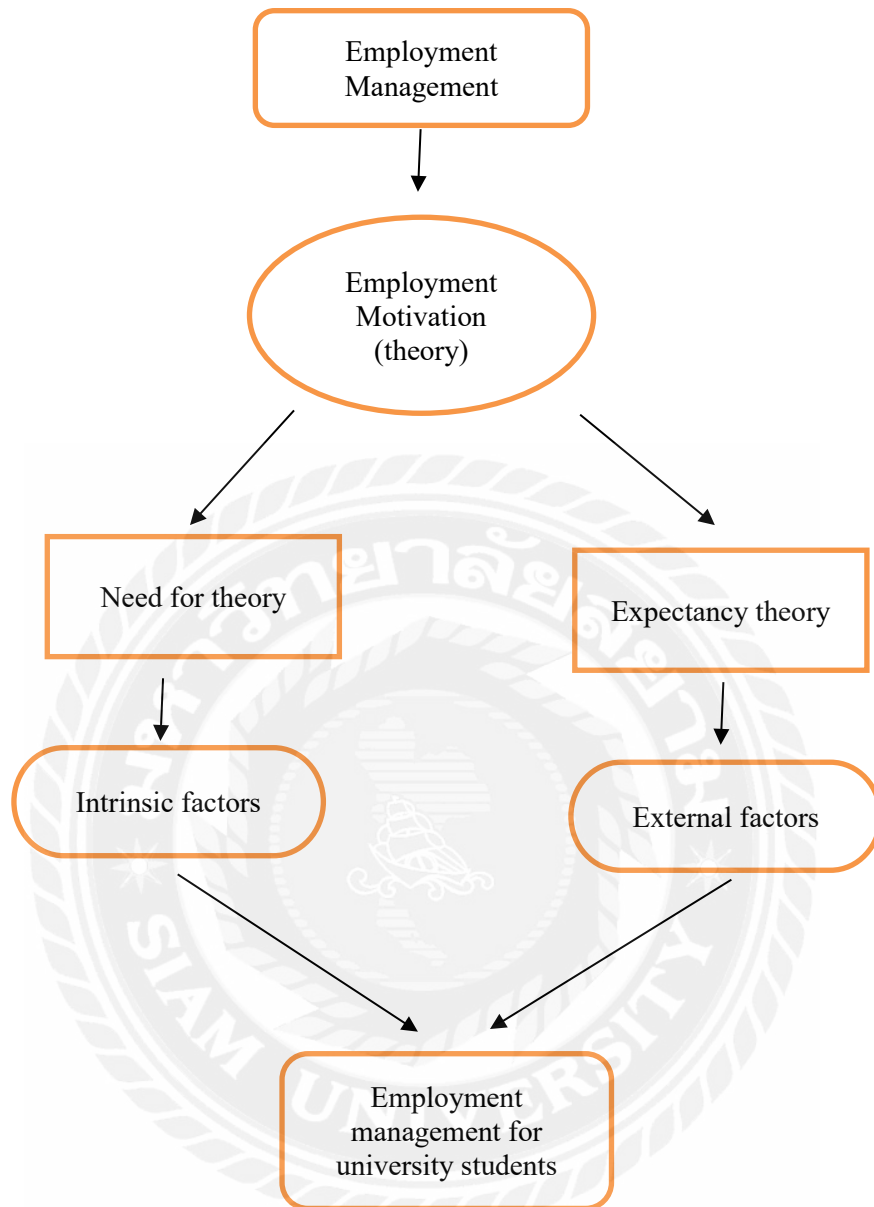


Figure 2-2 Sketch of the theoretical framework of the study

2.6 Explanation and definition of relevant academic terms

2.6.1 Motivation theory

Psychologists generally use the term "motivation" to describe the reasons for people's behavior. Motivation is derived from the Latin word "Movere", which originally meant to drive or lead to action. The term "Motivation" in psychology formally appeared in book titles in the 1930s (Zimbardo et al, 2022).

Regarding motivation, psychologists have done a lot of research and developed several theories, each of which has strong explanatory power for one or more activities of people, among which expectancy theory, need theory and attribution theory have strong explanatory power for employment activities (Zhang, 2019).

2.6.2 Maslow's Needs Theory

Maslow believed that human beings show different degrees of urgency for various needs at different times, showing a ladder-type characteristic. Only the most urgent needs can become the current motivation and play a motivating role for human beings. Only after this need is satisfied will higher level needs be sought. Maslow's five levels of needs theory can be further divided into two high and low categories. Physiological needs, safety needs and social needs belong to the lower level needs; respect needs and self-actualization needs belong to the higher level needs. (Zhao, 2015). Maslow's later five-stage model has been expanded to eight orders, including cognitive and aesthetic needs and later transcendental needs. Physiological needs (physiological needs): food, water, air, sleep, sexual needs, etc. They are the most important and powerful of human needs. Safety needs: people need stability, security, protection, order, freedom from fear and anxiety, etc. Belongingness and love need (belongingness and love need): a person requires an emotional connection or relationship with other people. Examples: making friends, pursuing love. Respect need (esteem need):Maslow divided into two categories:

- (1) Respect for oneself (dignity, achievement, mastery, independence).
- (2) Reputation or respect for others (e.g., status, prestige).

Cognitive needs - the need for knowledge and understanding, curiosity, exploration, meaning, and predictability. (Maslow, 1970a). Aesthetic needs - appreciation and search for beauty, balance, form, etc. Self-actualization needs: People seek to realize their abilities or potential and to perfect them. Transcendence needs (Transcendence needs) a person is motivated by values that transcend the individual self eighth order Maslow's hierarchy of needs for example, mystical experiences and certain experiences of nature, aesthetic experiences, sexual experiences, service to others, the pursuit of science, religious beliefs, etc. (Maslow, 2022).

2.6.3 Expectancy theory

Expectancy Theory is further explained by management psychology theory:

Expectancy Theory, also known as Valence-Means-Expectancy Theory, the relationship between needs and goals is expressed by the formula: Motivation = Expectancy x Valence. The relationship between needs and goals is expressed in a process model: "Individual effort → individual achievement (performance) → organizational reward (compensation) → individual needs" (Wang, 2021).

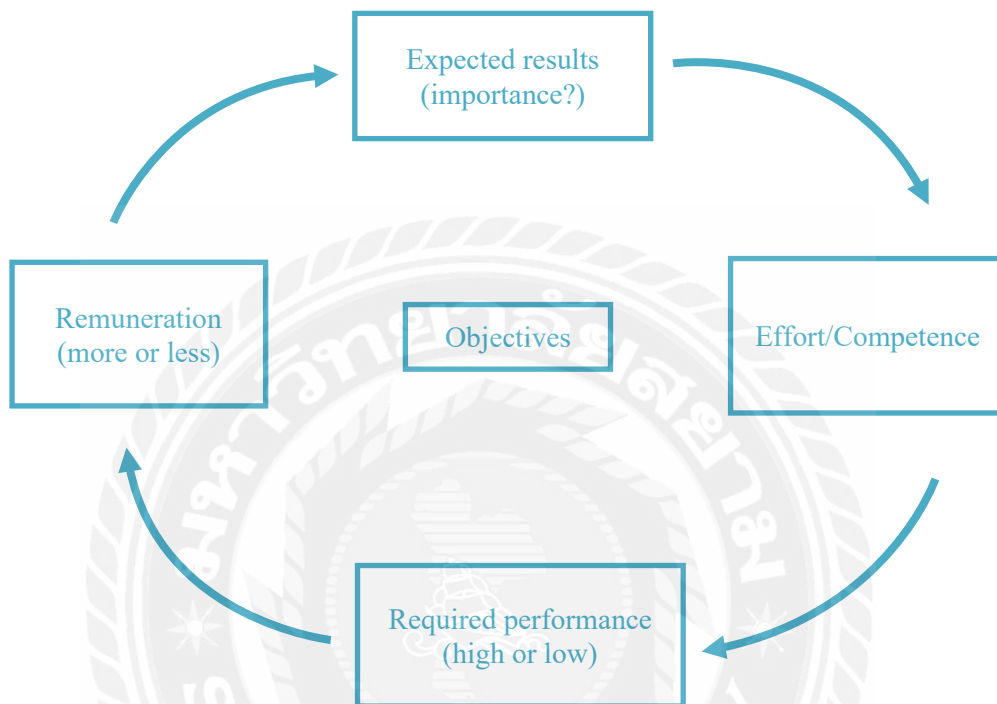


Figure 2-4, Expectancy Theory (Wang, 2021).

According to Frum (1964), people's motivation or incentive to take an action depends on their valuation of the outcome of the action and their estimate of the expected likelihood of achieving that outcome. In other words, the magnitude of the motivational force depends on the total expected value of the action to achieve the goal and lead to a certain outcome multiplied by the expected probability of achieving the goal and getting a certain outcome in his opinion. The formula can be expressed as follows: $M = \sum V \times E$. M is the motivating power, which is the intensity of motivating a person and stimulating his or her internal potential. V is the valence, which is the value of reaching a goal to satisfy a person's needs. E is the expected value, which is the subjective probability of reaching a goal or satisfying a need that people judge to be more or less likely based on their past experience (Sun, 2011).

The formula of expectancy theory is: motivation depends on the product of the value of the action result (i.e. "valence") and its corresponding expectancy: $M = \sum V \times E$. Valence (V) - Validity of work attitude is the value of achieving the goal to satisfy the individual's needs. The same goal, due to the different circumstances and needs of each person, the value of the goal required will be different. The same goal may have three

values for each individual: positive, zero, or negative. If the individual likes the result available, it is positive valence; if the individual disregards the result, it is zero value; if the individual does not like the result available, it is negative valence. The higher the valence, the greater the motivational power (Agis, 2021). The theory states that valence is influenced by individual values, subjective attitudes, dominant needs and personality traits. It can be speculated based on the direction of choice of behavior, if an individual is free to choose either outcome X or Y, under equal conditions: if X is chosen, it means that X has a positive valence over Y; if Y is chosen, it means that Y has a positive valence over X. It can also be inferred from the observed demand completion behavior. For example, what some people consider valuable, others may consider all worthless. For example, a \$1,000 bonus may be valuable to someone who is struggling to make ends meet, while it means little to a millionaire. A person who wants to get a promotion through hard work, in his mind, the validity of "promotion" is very high; if he is indifferent to the promotion, no requirements, then the validity of the promotion for him is equal to zero; if the person is not only no requirements for the promotion, but also afraid of the promotion, then the validity of the promotion for him is negative. For example, the quantity and quality of food and drink can indicate the completion of demand, if you eat more and eat faster, it means that the food has a positive valence (Santo et al, 2018).

Expectation value (E) - work confidence expectation value, is the subjective probability that people judge the possibility of achieving a certain goal or satisfying their needs. The size of the goal value directly reflects the strength of people's needs and motivation, and the expectation probability reflects the strength of people's confidence in achieving their needs and motivation. According to Frum, people are always eager to satisfy certain needs and try to achieve certain goals. (Wei & Huang, 2015). This goal, when not yet achieved, is expressed as an expectation, and the concept of expectation means that a person, based on previous ability and experience, in a certain period of time, hopes to achieve the goal or meet the needs of a mental activity.

What is the appropriate expectation for a goal? Some people describe it as picking apples. Only when one jumps up to pick an apple, one is most motivated to do so. If you can't pick it even if you jump up, you will stop jumping. If you can pick it sitting down, you don't need to jump, so you don't make people work hard. This shows that when leaders set work quotas for employees, they should make employees complete their work by making efforts, and then make efforts to exceed the quota, which is conducive to mobilizing employees' motivation. The quota is too high so that employees lose the confidence to complete, he will not try to do; too low, within reach, employees will not try to do. Because the expectation probability is too high, too easy work will affect the employee's sense of achievement and lose the intrinsic value of the goal. Therefore, leaders develop work, production quotas, and the possibility of making employees get rewards have a moderate problem, only moderate to maintain the appropriate expectations of employees (Zhang, 2004).

According to Frum, what is expected is not equal to reality, and there are generally

three possibilities between expectation and reality, namely: expectation is less than reality, expectation is greater than reality, and expectation is equal to reality. These three situations have different effects on human motivation.

1. Expectation is less than reality, i.e., the actual result is greater than the expectation. Generally speaking, in the case of positive reinforcement, such as rewards, promotion, salary, house sharing, etc., when the reality is greater than the expectations, it helps to improve people's motivation, in this case, to enhance confidence and increase the power of motivation. And in the case of negative reinforcement, such as punishment, disaster, disaster, etc., expectations are less than reality, it will make people feel disappointed, and thus produce negative emotions.

2. Expectation is greater than reality that the actual result is less than the expected value. Generally speaking, in the case of positive reinforcement, it will produce frustration and have a weakening effect on the motivating force. If in the case of negative reinforcement, expectations are greater than reality, it will be conducive to mobilize people's motivation, because then people made the worst intentions and preparations, but the results are much better than expected, which is naturally a great motivation for people.

3. expectations equal reality that people's expectations into reality, the so-called expected results, is what people expected. In this case, generally speaking, it also helps to improve the motivation of people. If the motivation is not continued to be given from then on, the motivation will only be maintained at the level of expectations (Sun, 1999).

In real life, the valence of each goal is often negatively related to expectations. Goals that are difficult and have low success rates are socially significant and meet the individual's need for achievement and have high valence, while goals with high success rates are unchallenging and uninteresting to do, resulting in lower total valence. Therefore, the design and selection of appropriate external goals that give people the hope of success and make them feel worth striving for becomes a key issue in the motivation process (Pan, 2009).

Chapter 3 Research Methodology

3.1 Overview

This study mainly uses quantitative research methods, based on the evaluation system of employment quality of preschool graduates at the college level in Kunming, to design questions that can reflect the current employment quality situation of graduates and the factors affecting the employment quality of preschool graduates of kindergarten teachers, to compile a questionnaire, and to conduct a questionnaire survey on the three-year college preschool students enrolled in classes 20120-2022, through questionnaire star randomly The questionnaires were distributed to analyze and summarize the performance of specific problems of employment quality and their causes among the preschool graduates of preschool education in Kunming Early Childhood Teacher Training School. Using Kunming's tertiary level institutions as the research target, field research was conducted to understand the current employment situation of the 2022 tertiary graduates of preschool education in Kunming's senior high schools. By collecting and analyzing in-depth information about the schools' training and employment management of kindergarten teacher post-secondary students.

3.2 Composition of independent and dependent variable scale items and their measurement

3.2.1 The Professional Influencing Factors Questionnaire for Higher Education Preschool Students Scale and its Measurement

By studying the characteristics of the employment influencing factors of preschool students in Kunming Art Vocational College, the study investigated the current employment situation of college students by referring to Professor Lian Rong's (2004) Professional Commitment Questionnaire for College Students and Xu Yue's (2017) Professional Commitment Influencing Factors Questionnaire for Higher Vocational Students, and by preparing a new measurement questionnaire with the actual situation of this study to have a positive impact on the production of the current employment situation of college students. The questionnaire was used to verify the premise hypothesis made in the study: the three main parts of college students' need for employment, the use of desired motivation for college students' employment and motivating students' motivation for employment, the need for employment, and the guidance and motivation of confidence in employment (Chen, 2020).

The questionnaire designed by the author is precisely dominated by the factors of employment management of college students in preschool education, thus stimulating the generation of students' employment needs, and contains 31 basic variables. Each variable is rated on a 5-point scale, and each level corresponds to a different intensity of motivation level. Fully conforming was set as a 5, partially conforming as a 4, basically conforming as a 3, not quite conforming as a 2, and very unconforming as a

1. The mean score was then calculated for the scores of the same dimension to obtain the motivation level of the corresponding dimension. According to the model evaluation criteria of LISREL8.0, the value of the evaluation index " χ^2 value than the degree of freedom df " should be less than 5, and the smaller the better, the model is 3.83. The values of the goodness-of-fit index GFI, AGFI, CFI and IFI should be greater than 0.5, and the larger the better (Zhu, 2017). The measurements of the model are 0.87, 0.83, 0.82, and 0.82, which are better values. In addition, the loadings λ of each factor on the variables are required to be acceptable above 0.20, and the minimum λ of this model also exceeds 0.30 (Zhang & Xu, 2021). It can be said that the scale can represent the structure and components of employment management of preschool education majors in higher education in a more comprehensive way.

From the above literature combing, it can be seen that the questionnaire involves the basic information of students in the group of students surveyed, including gender, grade level, family location, tenure, family members' job nature influencing factors and family members' attitudes supporting becoming, will affect the questionnaire findings in the values of respondents' measures of external and internal motivation. Therefore, the author needs to organize independent basic information forms to develop the amount of advance information of respondents. As shown in Table 3- 1.

This study required initial scale development followed by the adoption of an exploratory analysis. The initial development of the scale was divided into two parts, the general part of the questionnaire of internal and external factors of motivation for teaching, which was developed for the questionnaire of factors influencing the intrinsic and external motivation of college students for employment.

The questionnaire contains 31 items, which are univariate variables. The questionnaire options are based on a five-point Likert scale, ranging from "not at all" (A) to "completely" (E) (see Appendix for details of the questionnaire), and are scored on a five-point scale from A to E in the following order: 1, 2, 3, 4, 5. The range of the total score is from 8 to 40, and the higher the score in the range, the higher the positive effect of internal and external motivation on teaching motivation. See Table.

3.2.2 Questionnaire on the current status of professional commitment of high school preschool students

The second part of the questionnaire addresses the current state of professional commitment of high school preschool students. The questionnaire was designed with 24 questions to understand the positive and negative effectiveness of students' creativity and to quantify the different levels of factors influencing their employment needs. The questionnaire options were graded in the form of Likert's five-point scale, from "very unconfirming" (A) to "very conforming" (E) (see the appendix for the details of the questionnaire), using five levels of scoring, from A to E: 1, 2, 3, 4, 5. The higher the score, the stronger the employment demand.

3.3 Research hypothesis

Hypothesis 1. assumes that intensive employment training for college students will improve students' employment needs and stress coping.

Hypothesis 2. assumes that teachers' expectation levels influence the employment intentions of preschool college graduates.

Hypothesis 3. the hypothesis that adjusting teaching models will help to improve graduates' employability.

Hypothesis 4. It is assumed that an effective employment management system can enhance the quality of graduates' employment.

3.4 Overall and Sampling Approach

The target aggregate, which can also be abbreviated as the aggregate, is the totality of all the research subjects, or the aggregate from which the researcher wishes to obtain information, and it consists of all the individuals of the same nature in the research subject. The individuals that make up the total are referred to as units or units of the total. A sample population is a population from which a sample is drawn. Usually, the sampled total is exactly the same as the target total.

3.4.1. Description of survey respondents

This study sampled preschool education majors in the School of Education at Kunming Art Vocational College as a whole, and drew from the current preschool education students in the School of Education at Kunming Art Vocational College in the classes of 2020, 2021 and 2022. In order to ensure the representativeness and accuracy of the research sample, this study expanded the number of groups and coverage of the research population as much as possible, aiming to have samples from all grades and classes added to the research.

Questionnaire sampling is the most common mode of survey application and is a non-comprehensive survey that involves taking a portion of units from the total population of respondents as a sample and obtaining knowledge about the overall target quantity based on a survey of the sample taken. This is the concept of sampling survey in a broad sense.

3.4.2 Sampling method

This survey adopts the self-prepared "Employment Intention Questionnaire for Pre-school Education Specialized Graduates", 650 questionnaires were distributed, and 578 valid questionnaires (88.92%) were issued. This questionnaire is divided into three parts: the first part is demographic statistics, including gender, academic system and place of birth. The second part is employment influencing factors. Independent sample t-test was conducted with gender, academic system, and place of origin, and the Cronbach's alpha value of the questionnaire was $0.978 > 0.9$, and the KMO value was

0.976 > 0.9, and the reliability and validity of this questionnaire were high. The third part is the survey on the current status of employment commitment.\

In terms of the overall sampling method, there are two types of sampling: one is non-probability sampling; the other is probability sampling. There is no strict definition of non-probability sampling, and its most important characteristic is that the sample is drawn without a sentence of random principle. The advantage of non-probability sampling is that it is simple, does not require a sampling frame, is economical, fast, and easy to process the survey data. The limitation of non-probability sampling is that the sampling error cannot be calculated, the error cannot be controlled in the sense of probability, and the sample data cannot be inferred from the overall situation. At the same time, due to the greater arbitrariness in drawing the sample, the author usually selects those easily accessible and more friendly units for the survey, which leads to systematic differences among the surveyed units. Probability sampling, also known as random sampling, is a sampling method based on the principle of randomness, in accordance with some pre-designed procedure, to select some units from the overall population. It has the following characteristics:

1. the sample is drawn with a certain probability and on a random principle.
2. the probability that each cell will be sampled is known or can be calculated.
3. when the sample is used to estimate the overall target quantity, the probability that the sample is not selected is examined.

In summary, the estimate is not only related to the observed value of the sample unit, but also to its "probability of being sampled". Probability sampling is characterized by the fact that each sample unit is randomly selected and the "probability of sampling" can be calculated for each unit, so that the estimate of the overall target variable is obtained and the sampling error of each estimate can be calculated, thus obtaining the reliability of the inference of the overall target quantity.

Probability sampling is divided into several basic sampling methods:

1. simple random sampling;
2. stratified sampling;
3. whole group sampling;
4. multi-stage sampling; and;
5. systematic sampling.

This study mainly adopts the whole-group sampling method inside probability sampling. Whole group sampling is to combine the total number of basic units into

groups, such that the composition is a cluster. The sampling method is called Cluster Sampling, in which all the basic units in the selected cluster are investigated.

3.5 Sample size

With probability-based sampling methods, the sample size can be determined by the population collection process. Researchers must be careful when using fpc. We often want to generalize the results to a larger population. We may have limited the population for convenience, but we are interested in more than just a convenience population. This extrapolation increases the uncertainty of our estimates, so the last thing we want to do is use fpc to make your confidence interval narrower. Finite population correction factors are really only applicable to "warehouse" type studies, where we are trying to describe all of the data in a single physical or conceptual location. Warehouse studies are common in accounting. However, it is not common in medical research. In a descriptive study, we also need to know the likely response rate. For example, if our calculations indicate that we need a minimum sample size of 500, but we only expect an 80% response rate, then we need a minimum sample size of 625 to account for possible non-response.

For multivariate or continuous variables, there are two ways to determine the sample size. There are two ways to determine the sample size for multivariate or continuous variables. One method is to combine the responses into two categories and then use a proportion-based sample size based on proportions. The second method is to use a sample size formula based on the mean (Yamane, 1967). provided a simplified formula to calculate the sample size for proportions:

Sample table calculation formula:

$$n = \frac{N}{1 + Ne^2},$$

Where N is the size of the population and N is the size of the sample. n is the size of the sample and e is the level of precision.

The sample size formula for the mean is similar to the formula for the proportion, except for the measure of variability, the formula for the mean is shown in Eq.

Sample size formula:

$$n_0 = \frac{Z^2 \sigma^2}{e^2},$$

Which n_0 is the sample size, z is the scale of the normal curve, which cuts off a region at the tail. the tail region of the normal curve, e is the degree of precision (the same unit of measurement as the variance). And σ^2 is the variance of an attribute in the population (Dai, 2022).

The collected data and information were statistically analyzed using SPSS13.0. The performance of teachers' creative teaching behaviors in teaching was tested by means and standard deviations. T-tests and one-way analysis of variance (One-way Anova) were used to explore the effects of different background variables on creative teaching behaviors of teachers in art vocational colleges (Bi, 2022).

To increase the accuracy of the findings and the generalizability of the conclusions, the study conducted a questionnaire study on the students enrolled in the College of Education of Kunming Art Vocational College. A total of 578 valid questionnaires were returned.

3.6 Data collection.

Since preschool education students have relatively single and also clear employment channels after graduation, which causes their employment motivation to be specified and special, so this questionnaire was distributed through the online platform "Questionnaire Star" (www.wjx.cn), and the respondents also filled in the questionnaire and submitted it through the "Questionnaire Star" (www.wjx.cn) platform to fill in the questionnaire and submit it. After 30 days of collecting all the questionnaires and evaluating the validity of the questionnaires, 578 valid questionnaires were obtained and used for the research analysis.

3.7 Data analysis and the significance of its indicators

One Sample/Group T-test: It is a comparison between the unknown overall mean represented by the sample mean and the known overall mean (usually theoretical value, standard value or stable value obtained after a large number of observations, etc.), so as to observe the difference between the sample and the overall.

Independent Sample T-test (Independent Sample T-test): is if two samples are drawn independently from two totals, i.e., the elements in one sample are independent of the elements in the other sample. It is used to test whether two independent samples come from a total with the same mean, that is, to test whether two normal overall means are equal. And to test whether two independent samples from independent totals have

the same mean or center position of their independent totals (Zheng, 1999).

Analysis of Variance (ANOVA): ANOVA, also known as "analysis of variance" or "F-test", was invented by R.A. Fisher and is used to test the significance of the difference between the means of two or more samples. The test of significance of the difference. The data obtained from the study show fluctuations due to various factors. The causes of fluctuations can be divided into two categories: uncontrollable random factors and controllable factors imposed in the study that form an impact on the results. ANOVA starts from the variance of the observed variables and examines which of the many control variables are the ones that have a significant effect on the observed variables. By analyzing the magnitude of the contribution of the variance from different sources to the total variance in the study, the magnitude of the influence of the controllable factors on the study results is determined (Dai et al, 1998).

Correlation Analysis: Correlation analysis is a statistical method to study whether there is some kind of dependence between phenomena, and to explore the direction of correlation and the degree of correlation for phenomena with dependence.

Factor Analysis: Factor analysis is a statistical technique to study the extraction of common factors from a group of variables. It was first proposed by the British psychologist C.E. Spielman. Factor analysis can identify hidden representative factors among many variables. By grouping variables of the same essence into a single factor, the number of variables can be reduced and also the hypothesis of the relationship between variables can be tested. The main purpose of factor analysis is to describe the more fundamental, but not directly measurable, latent variables (latent variable, latent factor) that are hidden in a set of measured variables (Yang, 2014).

Regression analysis: Regression analysis is a statistical analysis method to determine the quantitative relationship between two or more variables that are dependent on each other. It is widely used. Regression analysis is divided into regression and multiple regression analysis according to the number of independent variables involved; it can be divided into univariate regression analysis and multiple regression analysis according to the number of independent variables; it can be divided into linear regression analysis and nonlinear regression analysis according to the type of relationship between independent variables and dependent variables. If only one independent variable and one dependent variable are included in the regression analysis, and the relationship between them can be approximated by a straight line, this regression analysis is called one-dimensional linear regression analysis. If two or more independent variables are included in the regression analysis, and the relationship between the dependent variable and the independent variable is linear, it is called multiple linear regression analysis (Dai & Zhang, 2018).

3.8 Reliability analysis of the scale

Reliability refers to the degree of consistency of the results obtained when the same method is used to measure the same object repeatedly. Reliability indicators are mostly expressed as correlation coefficients, which can be roughly divided into three categories: stability coefficient (consistency across time), equivalence coefficient (consistency across forms) and internal consistency coefficient (consistency across items). There are four main methods of reliability analysis: the retest reliability method, the replicate reliability method, the half-measure reliability method, and the alpha reliability coefficient method. The Cronbach alpha coefficient is the most commonly used reliability coefficient and its formula is: $\alpha = (k/(k-1)) * (1 - (\sum Si^2)/ST^2)$. 2) (Zheng, 1999).

Where k is the value of the total question items in the scale, Si^2 is the intra-question variance of the score of question 1, and ST^2 is the variance of the total score of all questions in the scale. As can be seen from the formula, the alpha coefficient evaluates the consistency between the scores of the questions in the scale and is an internal consistency coefficient. This method is applicable to the reliability analysis of attitude and opinion-based questionnaires (scales). The reliability coefficient of the total scale should preferably be above 0.8, and between 0.7-0.8 is acceptable; the reliability coefficient of the subscales should preferably be above 0.7, and 0.6-0.7 is acceptable. Cronbach's alpha coefficient should be considered if it is below 0.6. Validity refers to the extent to which a test measures the characteristics it is intended to measure, and reflects the truthfulness and accuracy of the measurement. In this study, the data collected were subjected to exploratory factor analysis using SPSS 3.0, and the validity of the developed scale was tested by removing inappropriate questions through factor analysis to obtain a good structural validity.

Regarding the selection of independent variables, the first 21 questions of the 24-question questionnaire were designed with reference to the hypothesis that employment in preschool education is influenced by objective factors such as school employment management. When it contains the independent variable school students are in the curriculum factors, teaching factors, teacher factors and school employment management and many other factors of the constraints of the qualification. When the method of correlation reliability analysis - the fold-and-half reliability analysis method - is used, it needs to be seen in the context of questions 4-24 as a whole. The reason is that this starts from 4 questions are associated with the questions designed for school employment management related work on students' employment needs, and the combination of these two groups of questions, according to the principle of fold-and-half reliability, will have 50% confidence in the objectivity of the data even if there is a subjective attitude factor of the respondent in the questionnaire conducted. At the same time, even if the data of alpha reliability coefficient is converted, which is folded in half after the mediocrity is divided by the whole, the final data is above 0.7, and the reliability value can be recognized (Aron et al, 2017).

Looking at the reliability analysis of the dependent variable again, since in the topic design, the graduates under the influence of the school employment series management approach with subjective orientation to enhance the employment motivation, even under the role of expectation motivation, the need and initiative for employment are positively developed. Here it is necessary to bring in the alpha confidence coefficient method directly for verification. In the 27 questions of college students' need for employment, K is 27 in the scale (i.e., brought into the formula: $27/26$), S_i^2 is the intra-question variance of the score of question 1: 2.23, ST^2 is the variance of the total score of all questions in the scale: 0.355, and the final alpha reliability coefficient value is 0.817, and the final reliability value is also met.

The questionnaire questions designed in the independent and dependent variables were validated for reliability and both met the criteria, and the data are summarized and presented in the following table 3-1:

Table 3-1 Cronbach 's alpha and KMO		
	Cronbach 's alpha	KMO
Questionnaire of professional influencing factors of preschool education students	0.978	0.976
Professional Commitment Status Questionnaire	0.871	0.864

Chapter 4 Finding

4.1 Overview

Based on the questionnaire survey, this study obtains the employment status, pressure and other related data of preschool education college graduates at the preschool level, based on the support of Maslow's need theory and expectation motivation theory, in-depth analysis informs the employment demands of preschool education students in high school institutions, puts forward the strategy to alleviate the employment pressure of preschool education college graduates, and again, based on the construction of the preschool education college students in high school institutions employment management system.

4.2 Description of statistical variables

1. The ratio of male to female college students in higher vocational colleges and universities surveyed in this questionnaire, the number of female students is much larger than that of male students, highlighting that there are far more female students than male students enrolled in preschool education majors. The details are shown in Figure 4-1 and Figure 4-2.

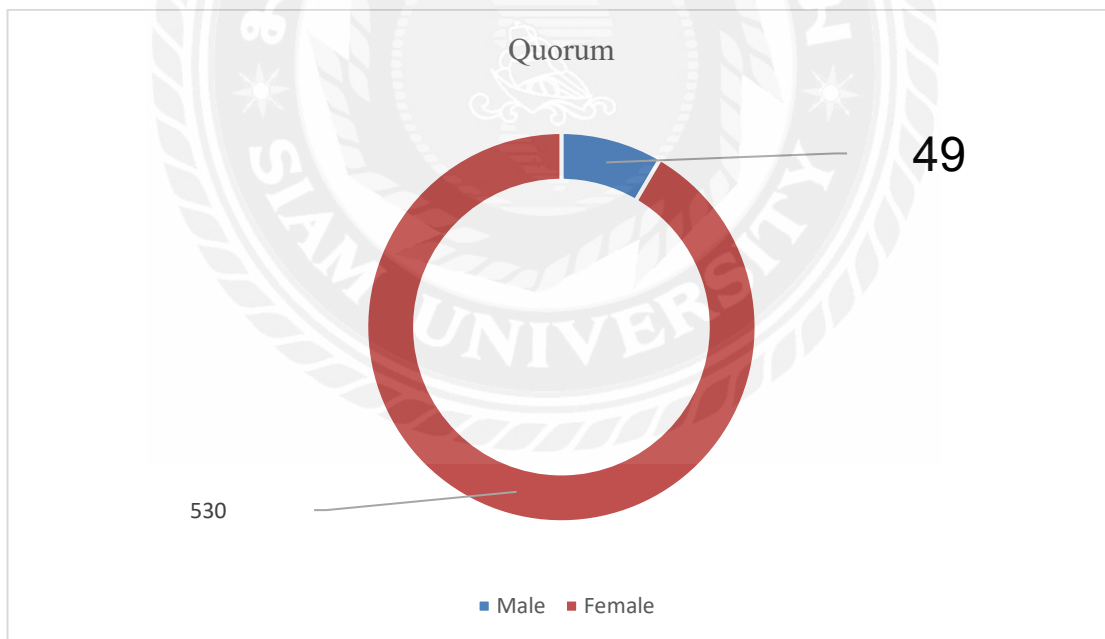


Figure 4-1 Number of male and female students participating in the questionnaire

This statistical result is consistent with the basic situation that the ratio of male to female students in individual majors in colleges and universities is not coordinated at present, especially in preschool education, primary education and other related majors, where female college students are also significantly more than male students.

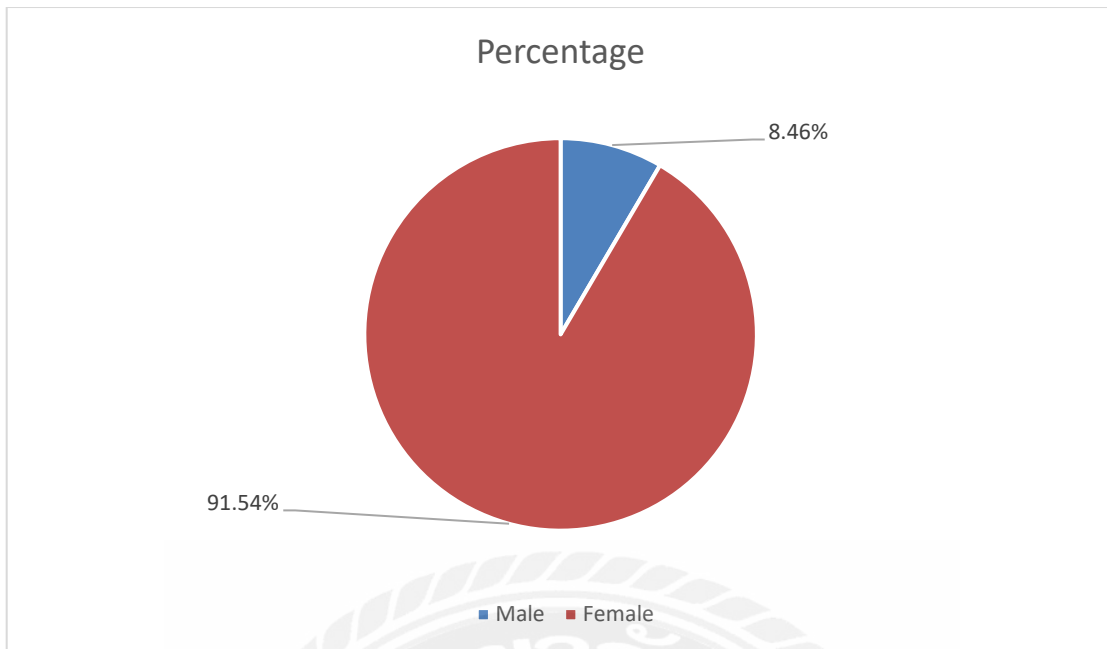


Figure 4-2 Percentage of male and female students participating in the questionnaire

2. This study was conducted on the first, second and third year students of Kunming Art Vocational College, accounting for 28.5% of freshmen, 26.94% of sophomores and 44.56% of juniors (2023 graduates), respectively. The survey subjects slightly tend to be graduating college students, which is more conducive to the generation of research timeliness. Specifically, Figure 4-3 below:

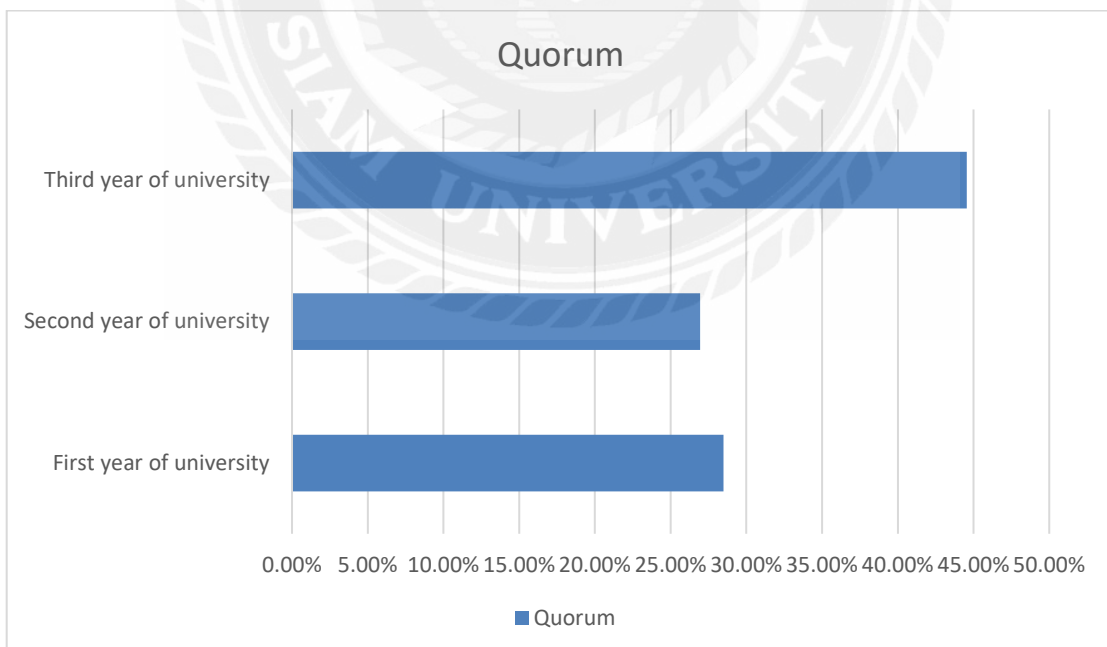


Figure 4-3 Percentage of students by grade level

3. This survey also found that for higher education institutions, a higher percentage of students who chose preschool education majors were from rural areas. In-depth study found that students in this category all think that preschool education majors are

relatively well employed and that teachers have more stable jobs and more benefits related to long vacations. The overall recognition of preschool education majors is high.

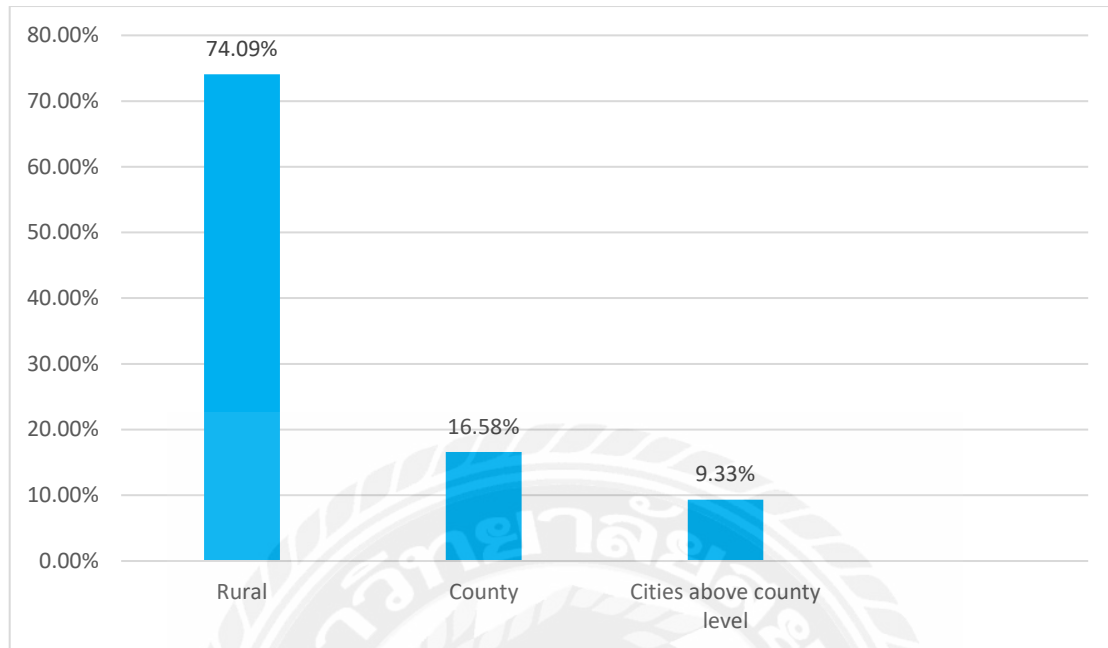


Figure 4-4 Percentage of university students from urban and rural areas

4. Through the understanding of the students of this major who have served as student leaders (including student councils and other organizations) since their enrollment, students of this major are relatively active in their studies and activities, and the percentage of those who have served as student leaders or leaders of student councils and other organizations is 44.91%. This result is significantly higher than the percentage of student leaders of other colleges and majors in the university.

Table 4-1 Percentage of students in the sample who are student leaders

Options	Subtotal	Proportion
Yes	260	44.91%
No	319	55.09%

5. In order to understand the influence of parents' study and work backgrounds on the choice of majors and employment careers of college students, the questionnaire set "whether there are family members or relatives who are related to their majors", and the results showed that 31.9% of students' parents are engaged in related majors. The results show that 31.9% of the students' parents are engaged in related professions. This also shows that parents' education and career background will have some influence on their own choice of profession and career.

Table 4-2 Statistics on items affecting the choice of major and career items by the loved

ones of the sample students

Options	Subtotal	Proportion
B、 NO	399	68.91%
A、 Yes	180	31.09%

6. In order to have a clearer understanding of the employment support system of college students majoring in preschool education in high school, the questionnaire set up a survey on "family members or relatives support my major", and the results showed that 45 students, accounting for 7.77%, had family members who did not support their study of preschool education. Although the percentage of this group of students is not high, it may cause the risk of insufficient family support for the students' career choice, which may lead to employment difficulties.

Table 4-3 Statistics on the influence of relatives on professional support

Options	Subtotal	Proportion
A、 Yes	534	92.23%
B、 NO	45	7.77%

4.3 Results of descriptive and inferential statistical analyses

4.3.1 Descriptive statistical analysis of the study

After the basic analysis of the research subjects, based on the survey results, a more in-depth study was conducted on the employment situation of college students in higher education institutions and the related work of schools, in an effort to find more effective employment management methods for preschool education majors.

1. Correlation analysis of professional cognition and professional enthusiasm

Table 4-4 Correlation analysis of professional perceptions and professional enthusiasm

Projects	Average value	Standard deviation	1. I am interested in the major I am passionate about my major.	2. The major I study can Fully utilize my specialties.	3. Under no circumstances Under no circumstances will I change my major.	4. To improve professional learning I am willing to do anything.	5. The major you study is My major is good for I will go on to higher education.
1. I am interested in the major I am passionate about my major.	2.06	0.92	1				
2. The major I study can Fully utilize my specialties.	2.22	0.90	0.72*	1			
3. Under no circumstances Under no circumstances will I change my major.	2.41	0.93	0.61**	0.57**	1		
4. To improve professional learning I am willing to do anything.	2.29	0.95	0.56**	0.55**	0.53**	1	
5. The major you study is My major is good for I will go on to higher education.	2.18	0.88	0.65**	0.68**	0.58**	0.62**	1
*p<0.05**p<0.01							

The study showed that college students majoring in preschool education in higher education institutions, their enthusiasm for their majors is obviously positively related to their perceptions of their majors. When college students believe that their majors can give full play to their strengths, their motivation to change majors will be reduced; when they believe that preschool education majors are conducive to their advancement and better semesters, their willingness to change majors will also be reduced. Similarly, when a student is passionate about his or her major, he or she will be willing to pay for the improvement and learning of the major, and also convinced that the major can bring out his or her personal strengths.

2. Regression analysis of employment perceptions and employment expectations

Table 4-5 Regression analysis of employment perceptions and employment expectations

Projects	Regression coefficient	t-value	p-value	VIF
Constants	0.68	6.94	0.000**	-
23. Easy and comfortable working environment after the profession.	0.01	0.16	0.872	3.42
22. High income after the profession.	-0.01	-0.13	0.898	2.34
21. Good social evaluation and status of the profession.	0.17	2.67	0.008**	3.45
20. The employment situation of the profession is good.	0.23	3.94	0.000**	3.17
24. The industry in which the profession is located is changing steadily.	0.19	3.33	0.001**	3.04
Sample size	578			
R2	0.316			
Adjustment R2	0.310			
F	F(5,572)=52.950,p=0.000			
*P<0.05**P<0.01				

Regression analysis was used to examine the influence of preschool education college students' professional cognition on their employment attitudes and employment enthusiasm. Firstly, we investigated preschool education students' perceptions of the employment situation of this major, and the survey results showed that the overall perceptions were more optimistic; the social status and social evaluation of preschool education majors also showed more positive attitudes; however, for the examination of the relatively higher income after employment of related majors, there were large differences according to the grades. In-depth examination shows that 12.95% of the students who think "relatively unqualified" and 15.89% of the students who choose "totally unqualified" are basically students who graduated in the third year of university, and most of them have had internship or traineeship experience. The majority of them have had apprenticeship or internship experience, and relatively understand the basic situation of employment in this occupation. In this survey, the students who made "fully conform" to the high income are mainly the first-year students, while the second-year students choose the option of "not sure" to a higher extent.

3. The influence of school teaching on students' enthusiasm for employment.

Table 4-6 Analysis of variance between positive evaluation of preschool teachers and students' professional enthusiasm

Options	Sample size	Average value	Standard deviation
Fully compliant	158	1.44	0.69
More in line with	284	2.08	0.67
Uncertain	99	2.62	0.80
Comparisons do not match	20	2.60	0.75
Not at all	17	3.71	1.40
F	66.264		

The results of ANOVA showed that positive evaluation of preschool students by professional course teachers would have a positive effect on students' professional human feelings

The study also showed that more students in the class who participated and won awards, good learning atmosphere around them, more communication between professional course teachers and their classmates, strong classroom teaching ability of professional course teachers, strong professional practice ability of professional course teachers, profound professional knowledge of professional course teachers, more opportunities for good internship arrangement of professional courses, reasonable course assessment of professional courses, and reasonable design of teaching contents of professional courses obviously have a positive effect on students' employment confidence and It is also found that the availability of counselors also has a positive effect on students' confidence and motivation in employment.

It was also found that the availability of counselors also influenced students' enthusiasm for employment. The study also showed that the management of preschool education majors by schools and counselors also enhanced students' professional recognition.

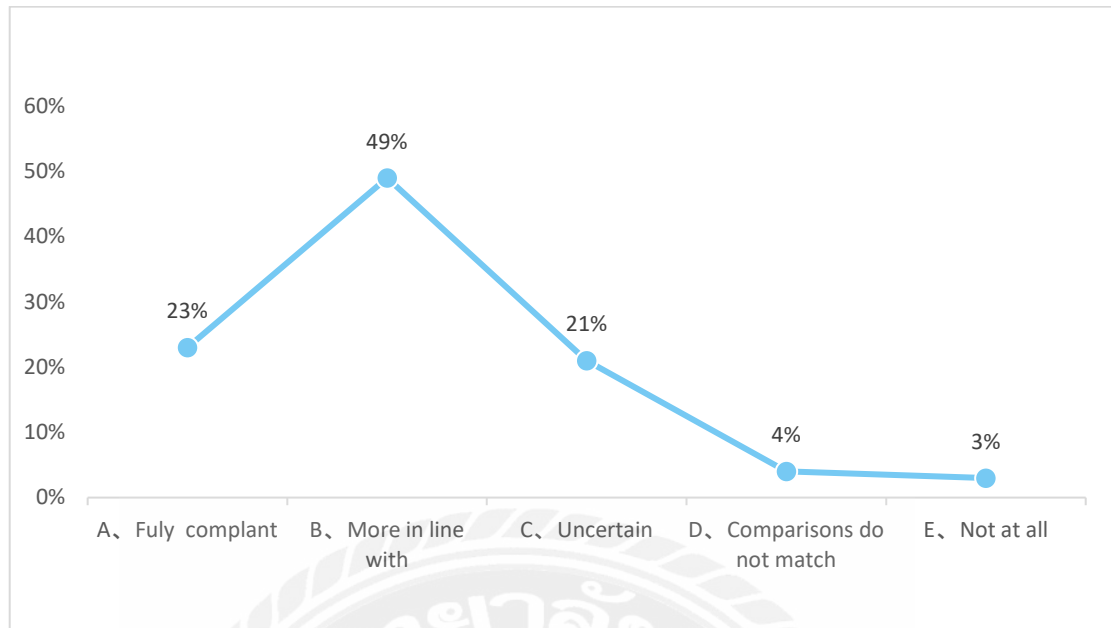


Figure 4-5 Students' approval of "school (counselor) management of professional learning more"

4.3.2 Results of inferential statistical analysis

Understanding the employment needs of high school college students is an important prerequisite for applying the hierarchy of needs theory to motivate college students. The needs of different college students in different grades are full of variability and change frequently. Therefore, teachers related to employment management should regularly conduct research in various ways to find out what the unmet needs of college students are, and then motivate them in a targeted way.

1. Strategies to alleviate the employment pressure of preschool college graduates.

Based on Maslow's needs theory and expectation motivation theory, we propose the following strategies to relieve the employment pressure of preschool graduates.

Firstly, the employment pressure of college students is generally at a high level and the main root causes of their employment pressure are: scarcity of kindergarten teacher positions offered by social schools, uneven supply and demand, competition in job hunting, lack of guidance, their own knowledge reserve, work experience, etc. Also, it is found through differential analysis that the differences in gender, major, grade level, practical experience, place of origin, and school type also affect the employment of college students; in dealing with the employment When dealing with the pressure brought by employment, few college students can take a proactive response, and a large proportion of them choose to escape.

Secondly, the employment pressure of college students is at a high level due to both personal and external factors, among which the personal factors include: the bias of

self-cognition and evaluation, the tendency of career selection, the bias of psychological expectation of employment units and salary, the lack of planning awareness of future employment, the sense of competition, the sense of crisis, and the inability to accept the change of identity when facing employment; the external factors include The external factors include: the high technical nature of art majors, the small demand for vocational jobs due to the increasing number of students year by year, and the mismatch between the curriculum of school majors and the requirements of talents needed by employers, the lack of employment guidance and services, and the contradiction between talent training and market demand.

Finally, based on Maslow's need theory and expectation motivation theory, we propose countermeasures to alleviate the employment pressure of preschool students: from their own level, we propose to alleviate the employment pressure by enhancing self-efficacy, improving cognition and evaluation, and adjusting career choice preference; from the family level, we propose to establish the employment concept with the times and give children enough psychological support to cope with the pressure; from the university level, we propose to adjust the enrollment policy and At the university level, we propose to adjust the enrollment policy and professional structure, strengthen the employment guidance and service system, and enhance entrepreneurship education to help art college students adapt to the pressure; at the society level, we propose to regulate the employment flow, expand the employment space, encourage entrepreneurship, eliminate employment discrimination, introduce supportive policies, and provide employment opportunities to improve the employment environment.

Through the study, it is found that the higher education institutions face two problems: the quality of education needs to be improved and the lack of employment management. With regard to the quality of education, there is loose school management, which is manifested in the imperfect management of school facilities and loose management of education and teaching; the quality of school teaching is not high.

2. Research on the direction of the construction of employment management system in higher vocational colleges and universities.

Suggest countermeasures to improve the employment quality of kindergarten teacher college students. On the one hand, school education becomes a system of linkage training; on the other hand, graduates' employment becomes a system of management and service. The school education system linkage training is mainly realized through various aspects such as "clarifying the training objectives; optimizing the curriculum; improving the teaching ability of teachers; improving the practical teaching links; strengthening the certification counseling; and providing "channels" for academic upgrading".

(1) Macro regulation of education and teaching of preschool education colleges and universities are responsible for the cultivation of talents, so they should understand

the current demand for talents in the field of preschool education and the employment situation of preschool education graduates, so as to adjust and optimize education and teaching in a targeted manner and improve the employability of students. To this end, school-enterprise cooperation mode should be implemented, and in-depth cooperation with kindergartens or training institutions should be carried out in order to understand social dynamics and industry development trends, to clarify the current talent demand of kindergarten training institutions and other employers, and to develop suitable, feasible and effective talent training plans under the guidance of employers. On this basis, we understand the job situation of preschool education-related positions, plan an employment-oriented teaching system for preschool education, optimize the setting of professional courses, and arrange the courses in a reasonable manner. The instructors are required to update their teaching philosophy, establish a student-oriented teaching concept, optimize the creation of professional teaching activities, train and cultivate them in an all-round way, and promote their comprehensive development. Actively integrate school resources and employer resources to create practical training bases or provide internship opportunities for students so that they can continuously receive practical training and continuously improve their professional skills, job working ability and professional quality to prepare for becoming excellent teachers.

We will do a good job in promoting enrollment and majors through multiple channels, and support students to change their majors conditionally. Especially during the period of filling volunteers in the college entrance examination, we will strengthen publicity through multiple channels so that high school graduates can have a more comprehensive and objective understanding of preschool education majors. In addition, after enrollment, we can support freshman and sophomore students to change their majors conditionally with their personal interests and specialties and career plans, and support other majors to change into preschool education majors, and also allow a small number of preschool teacher-training students to change out appropriately, so as to form a preschool teacher-training team that is "happy to teach and suitable for teaching".

Improve the curriculum and lead the market to rational development. First, universities can combine the characteristics of male students to reform the training model, such as the opening of a teacher training school in Yunnan Province "male class", such as skills courses for male students to open martial arts, sports skills courses for young children. Second, the curriculum should not only "conform" to the market, but also "lead" and "beyond" the market. Colleges and universities should make it clear to employers that preschool education trains kindergarten teachers, not art students.

Universities need to pay more attention to the courses related to "child development and learning", so as to lead employers to pay more attention to preschool teachers' love, responsibility, and ability to get along with children, observe them and guide them.

Optimize the internship system to shorten the gap between theory and practice. Internships are used to enhance students' practical ability to observe and study young

children, and to strengthen their professional identity and love, rather than discourage them from giving up their counterpart careers. First of all, all parties must correct the concept that teacher-training students are still learners during the internship stage, so universities need to do the top-level design of internship bases and internship system in advance.

When establishing kindergarten internship bases, universities should not only screen the qualification level of internship kindergartens, but also agree with internship bases on specific and operable internship programs, especially the responsibilities of universities, internship units and instructors should be clarified.

Increase the career guidance courses which are closely integrated with preschool education. Firstly, colleges and universities can continuously offer employment guidance courses for different grades to provide employment guidance in various aspects. Secondly, the employment guidance courses should be closely integrated with the majors and combined with the preschool field to introduce the current employment situation, market demand, policies and systems in detail. Finally, kindergarten directors, first-line teachers and outstanding graduates can be invited to combine their own growth cases in career planning. Themed lectures on improving professional ability and written exams and interviews.

(2) Enhance the professional identity of lecturers and counselors

Students' understanding of their professions and careers comes from teachers and counselors. Many students see early childhood teachers as "babysitters" and have a low sense of identity with the preschool education major. This reflects that teachers or counselors do not guide students to understand the major correctly and position preschool education-related careers correctly.

This reflects that teachers or counselors do not guide students to understand the major correctly and position the preschool education-related career correctly. In order to really improve students' professional identity, teachers and counselors must improve their professional identity. That is, teachers and counselors should actively participate in preschool education industry exchange activities, actively participate in teaching and research activities, study preschool education-related policies or participate in preschool education-related job practical training, etc., to correctly understand preschool education, gain a deeper understanding of preschool education-related careers, and improve their own sense of professional identity. In the process of organizing students' teaching in preschool education, teachers should pay attention to the combination of theory and practice, and pay more attention to solving problems while teaching, so as to help students increase their sense of professional identity. Counselors, on the other hand, can organize and carry out preschool education-related activities in various forms and contents, and encourage students to participate in them, such as playing the role of kindergarten teachers and participating in early childhood

education activities to simulate experiences and increase knowledge, while gaining a deeper understanding of the realistic meaning of professional work, so as to enhance their sense of professional identity.

3. Development of students' own needs

In order to find a job of their choice in the fiercely competitive employment situation, students should first of all correct their study attitude, take their professional study seriously, and strive to master professional theory and professional skills; secondly, they should actively participate in various forms of practical activities or club activities, constantly enrich their professional knowledge, expand their vision beyond their profession, and strive to improve their comprehensive ability and make good development in all aspects; finally, they should also understand preschool education-related. Finally, they should understand the career and career development trajectory of preschool education, and make a realistic personal career plan by combining with their actual situation.

The study found that the construction of an innovative employment management system for preschool education graduates is conducive to the cultivation of kindergarten teachers who love preschool education, have noble professional ideals, loving children's feelings, wise educational wisdom, solid professional knowledge, outstanding practical ability, and have the potential for sustainable development (Liu, 2012); it can also cultivate high quality and application-oriented talents for preschool (early) education. The strengthening of employment management of graduates is also conducive to the cultivation of talents with all-round development in moral, intellectual, physical and aesthetic aspects, and to the sound physical and mental development of college students (Zhang, 2009); of course, high-quality employment is also a reflection of the level of higher education institutions, and the strengthening of employment management is part of the construction and management of first-class universities; high-quality employment management can not only improve the comprehensive management level of universities (Feng & Li, 2015), but also contribute to the safety and stability of the campus and, in the longer term, to the harmonious development of society.

At present, there are a series of problems in the employment of preschool education students in domestic higher education institutions, which are caused by various factors such as social environment, school education and students' personal influence. In this regard, multiple efforts should be made to jointly explore better countermeasures to change the employment status quo, create a good employment environment, and truly deliver qualified students trained by high school preschool education majors to the corresponding positions, so that China's preschool education career can flourish.

Chapter 5 Conclusion and Recommendations

5.1 Conclusion

1. Characteristics of employment motivation of college students in higher vocational colleges

Firstly, they require better job security. Higher vocational college students obviously prefer institutional units when they are employed, and the salient features of such units are high stability, high social security and high social status. This also indicates that preschool students favor stability in employment, which may be related to school and family education concepts. The need for security basically corresponds to the first four needs of Maslow's hierarchy of needs theory: the need for physiology, security, subordination and love, and self-esteem. For preschool college students, these needs are still relatively easy to meet and therefore become the most basic motivation for their employment.

Secondly, the job is required to provide a higher quality of life. Most people have a basic purpose for finding a job: economic independence and support for their families. Preschool education students at the college level have a relatively weak academic background compared to other job seekers, and their job income should first be able to meet their food and clothing, and then they can consider meeting their need to pursue a certain quality of life. Therefore, many students hope to give themselves the opportunity to be constantly exposed to and learn new knowledge, both in work and in life, through such means as post-secondary education, which can best meet their needs of awareness, understanding and aesthetic needs.

Third, the motivation of self-actualization is stronger in Maslow's hierarchy of needs theory, the need for self-actualization is located at the top of the pyramid and is the highest level of need. Most of the students in preschool education college level do not put personal development prospect as the primary consideration factor. There is a shortage of the phenomenon. Therefore, on the whole, the employment motivation of preschool graduates is generally healthy and upward, but let there be negative phenomena.

2. Suggestions for guiding high school students to adjust their employment motivation. We should see that what can be derived from the survey is only the subjective motivation of people, or the ideal motivation, and in fact, motivation is influenced by the probability of success, in addition to the control of human consciousness. The expectation theory of motivation

The theory tells us that motivation = estimated probability of success x the value

of the inducement for success. If a job is very attractive, with high income, comfortable environment, and great prospects, but even with great effort it is unlikely to be successful, then the candidate may give up the job. The probability of success is influenced by four factors: ability, effort, difficulty of the task and luck. Graduates who attach more importance to the effort or the difficulty of the task and other controllable factors on the success of the job search, he may double the effort or adjust the difficulty of the task to increase the probability of success in the job search, if more importance to the professional level and other short-term difficult to improve the ability of the impact, there may not be too much motivation to challenge the higher difficulty of the work; if more importance to the impact of luck, in the job search process may not perform positive. Therefore, it is particularly important to guide graduates to reasonable attribution. First, to improve the level of ability is fundamental and employment-related ability mainly includes professional ability, expression ability, communication ability, job-seeking ability, etc., most of which require a long time to cultivate, so we should guide the graduate students in the usual learning process to create a platform for themselves to exercise their abilities, pay attention to the combination of theory and practice, and improve their abilities in general. Near graduation, you should also be open-minded to seek advice to improve the skills of resume making, written tests, interviews and other job hunting.

The second is an objective self-assessment. If you are too proud of yourself when you are employed, you will not be able to achieve high or low; if you are presumptuous, it will be difficult to realize your personal value. Only accurate self-understanding and evaluation can find the right job for you quickly and accurately in the employment process.

Third, a reasonable attribution is the key ability, effort, the difficulty of the task and the degree of influence of the four factors on the success of the job search or not, is subject to change with the change of job search goals. Different attributions will often greatly affect the attitude of future job search, such as A student in the resume and other job search skills there is a large lack, but he attributed the failure to his job search goals set too high, constantly lowering the goal, self-confidence was a big blow. Career choice is a major choice in life, postgraduate life experience is still shallow, the face of job search for a reasonable attribution is not an easy task, requires a good attitude, a cool head and rational analysis. Therefore, this is also an aspect that employment staff should focus on and guide. Employment motivation is a key factor affecting the employment choice of graduate students, which is influenced by both subjective thoughts and objective factors. In terms of subjective thoughts, the employment motivation of graduate students is relatively healthy and reasonable within the scope of investigation of this study, but the existence of objective factors also tends to have a not insignificant impact on the employment motivation of graduate students by affecting the probability of employment success. Therefore, colleges and universities should guide graduate students to set up a correct employment concept, which requires both ambitious ideals and aspirations and down-to-earth approach in order to truly achieve high-quality employment.

5.2 Discussion

The employment problem of preschool education in higher education is characterized by diversity and complexity, and the employment management of college students is also a systematic project, both of which need more and more in-depth exploration. This study only focuses on trying to explore the construction of employment management system of semester education majors in higher education, and also tries to narrow down the research group and strive for the accuracy and practicality of the research results. Through the continuous deepening of the study, it is found that the research object can still be further specified.

5.3 Recommendations

The research on the employment quality of kindergarten teacher college students in this paper suggests breaking the educational prejudice of the society towards kindergarten teacher college students. The group of college level graduates should not be unrecognized by the society and should not form a bad social stereotype because of their low education. Although ECE college students have weak learning foundation and poor self-awareness in secondary school, but weak learning foundation does not mean weak IQ and poor self-awareness does not mean lack of emotional intelligence. The past does not represent the future, nor does the past negate the present. The past does not represent the future, and the past does not negate the present. When ECE college students enter higher education schools, they start their learning journey in a new academic period, so we should pay less attention to their growth in the present, less to their negativity, and more to their encouragement. We hope to find multiple paths to help our (kindergarten teacher) college students in their three years of study in higher vocational schools. Grow into professionals with high quality technical skills and a sense of growth in lifelong learning, reduce the social prejudice against the role of (kindergarten teacher) college students in higher vocational schools, and reduce the social prejudice against the education of early childhood teachers with higher specialist degrees.

5.4 Suggestions for future research

This study only focuses on the employment management work of college students of preschool education in higher vocational colleges and universities, and later we can consider expanding this study to students of undergraduate level; in the establishment of employment management system of preschool education, we can consider the reform of teaching system, and the study of practical exercises such as internship of students can be completed better.

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Appendix

Appendix A Employment Questionnaire for Preschool Education Majors

Dear students:

Hello! This is a questionnaire about the study aspect of college students. The purpose of the survey is to understand the basic situation of contemporary college students' study. Your answers will provide a valuable basis for our research, and will also provide important help for college students' learning! Please take a little time to read the questions carefully and then answer them according to your actual situation! The questionnaire is not anonymous and there are no right or wrong answers, it is for research purposes only and your answers will be kept absolutely confidential! Therefore, you do not need to have any worries, please feel free to answer! Thank you for your cooperation!

Thank you for your cooperation!

Part 1:

1. Gender: A. Male B. Female
2. Year: A. Freshman B. Sophomore C. Junior
3. Your family location: A. Rural B. County C. City above county level
4. Since you entered school, you have served as a student leader (including student council and other organizations):
A. Yes B. No
5. Are there any family members or relatives who are related to your profession:
A. Yes B. No
6. Family members or relatives support my major: A Yes B No

Part 2:

1. I am passionate about the profession I am studying.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
2. My major can give full play to my specialties.
A Fully meet B Quite meet
C Unsure D Less than E Not at all

3. I will not change my major under any circumstances.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
4. I am willing to do anything to improve my professional learning.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
5. The major I study is good for me to go on to higher education.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
6. I can have a better future if I change to other majors.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
7. I am willing to put in all my efforts to learn my major well.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
8. I have put a lot of effort into my major, but my grades are still not good, so I want to change my major.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
9. Jobs related to my major have more chances of promotion.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
10. My major is good for achieving my ideal.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
11. I have paid a lot to enter the major I am studying now, so I will not change my major.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
12. The major I am studying is not interesting and makes me feel depressed.
A Fully meet B Quite meet
C Unsure D Less than E Not at all

13. I like the challenges and difficulties in my major, and the joy and sense of accomplishment after overcoming them.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

14. I am happy to participate in any practice related to my profession.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

15. I think that young people should learn their majors well if they want to have a skill.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

16. The country needs all kinds of talents in various professions, and young people have the obligation to learn their professions.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

17. Jobs related to my current major , more opportunities for further study .

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

18. I am very willing to tell others what I am studying now.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

19. I don't change my major mainly because the employment situation of my major is good.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

20. I think we should "enter a profession, learn a profession and love a profession".

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

21. My major provides me with enough space for self-development, and I can realize my self-worth.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

22. I can maintain the best state of excitement when I take professional classes.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

23. The major I study has an important role in the construction of the country and I should learn it well for the sake of the country's tomorrow.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

24. After graduation, I will be engaged in the work that is "suitable for my major".

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

25. The profession I am studying now can truly inspire me to achieve my best.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

26. Outside class time, I often read books related to my major or discuss professional issues with my classmates.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

27. University is a place to train professionals, and every college student should learn his major well and become a qualified and excellent professional.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

Part 3

1. I know the current situation, employment situation and demand of this profession very well.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

2. The present profession is entirely my own initiative choice.

- A Fully meet B Quite meet
C Unsure D Less than E Not at all

3. The accepted major is completely in line with the major I applied for.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
4. The school attaches great importance to my major.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
5. My major has advanced facilities.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
6. The school (counselor) manages professional learning more.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
7. The career education class (career guidance class) is helpful to my study (employment).
A Fully meet B Quite meet
C Unsure D Less than E Not at all
8. The curriculum of the professional courses is reasonable.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
9. The teaching contents of the professional courses are reasonably designed.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
10. The course assessment of professional courses is reasonable.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
11. The internship arrangement of the major is good and there are many opportunities.
A Fully meet B Quite meet
C Unsure D Less than E Not at all

12. Satisfied with the practical training instructors.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
13. The professional course instructors have profound professional knowledge.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
14. The teachers of professional courses have good professional practice ability.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
15. Teachers of professional courses have strong classroom teaching ability.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
16. There is much communication between the teachers of professional courses and their students.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
17. The teachers of the major courses evaluate the major positively.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
18. The learning atmosphere around is good.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
19. There are many students who win prizes in the class.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
20. The employment situation of the major is good.
A Fully meet B Quite meet
C Unsure D Less than E Not at all
21. The social evaluation and status of the profession are good.
A Fully meet B Quite meet
C Unsure D Less than E Not at all

22. High income after the profession.

A Fully meet B Quite meet

C Unsure D Less than E Not at all

23. The working environment after the profession is easy and comfortable.

A Fully meet B Quite meet

C Unsure D Less than E Not at all

24. The industry in which the profession is located changes steadily.

A Fully meet B Quite meet

C Unsure D Less than E Not at all

