



**THE INFLUENCING FACTORS OF EMPLOYMENT STRESS OF
STUDENTS IN LIAONING PROVINCE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
ADMINISTRATION GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2023**



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Title: The Influencing Factors of Employment Stress of Students in Liaoning Province

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Degree: Master of Business Administration

Major: Education Management

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..... 20 / 5 / 2024

ABSTRACT

This study aims to examine the influencing factors of the stress of university students in Liaoning Province from the perspective of cognitive interaction theory. The research objectives are: 1) to explore the influencing factors of employment stress of university students in Liaoning Province; 2) to provide suggestions and countermeasures to reduce employment stress of university students in Liaoning Province.

This paper adopted the qualitative research method, analyzed stress-cognition interaction theory, and conducted in-depth interviews with 80 college students in Liaoning Province to explore the factors that affect students' employment pressure and provide countermeasures.

Research conclusions: 1) Based on the cognitive interaction theory, four factors that affect university students' stress were found: personal factors, university factors, school factors, and social factors; 2) At the individual level, it is suggested to improve self-cognition adjustment and employment concept, improve self-psychological resilience and alleviate employment pressure; at the social level, it is suggested to implement entrepreneurial innovation policies, strengthen employment training, promote cooperation between universities and enterprises, strengthen the government guidance, encourage entrepreneurship, eliminate employment discrimination and provide employment opportunities; at the family level, provide children with good learning conditions, and it is suggested to establish employment concepts that keep pace with the times, give children enough psychological support to cope with pressure, Provide more internship and job opportunities through family connections.; at the university level, it is suggested to help university students understand their career aspirations and personal advantages. After, and students find their career aspirations, schools can help them plan the entire process from graduation to work. After students have clarified their career goals, schools should help them better leverage their strengths, make more in-depth career plans, and help them better adapt to employment pressure.

Finally, suggestions are made to colleges and universities in Liaoning Province. They can update their learning ideas and concepts, pay attention to the entire

employment process of university students, give full play to the role of career planning courses, set up multidisciplinary employment training courses, provide employment guidance services for university students, improve the comprehensive quality of university students, link the power of parents and professional teachers, deepen school-enterprise cooperation, broaden employment channels, and help students improve their personality and all-round development.

Keywords: university students, employment stress, stress-cognition interaction theory, factors affecting employment stress.

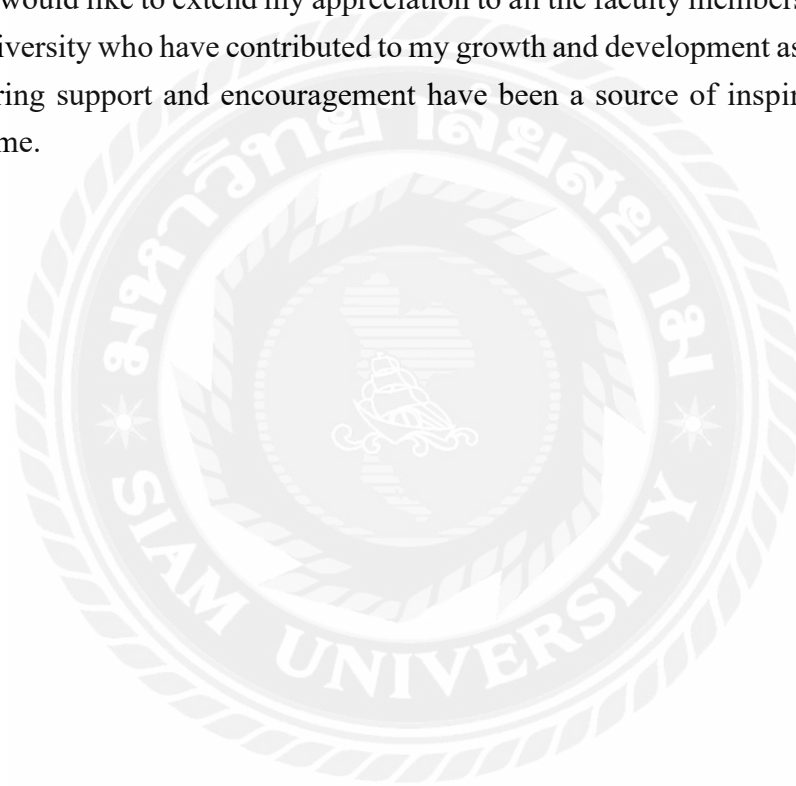


ACKNOWLEDGEMENT

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

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

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



Declaration

I, Huangfeihong, hereby certify that the work embodied in this independent study entitled “The Influencing Factors of Employment Stress of Students in Liaoning Province” is result of original research and has not been submitted for a higher degree to any other university or institution.

(Huang Feihong)

April 5 , 2024



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Chapter 1 Introduction

1.1 Research Background

In recent years, with the rapid expansion of China's higher education system, the scale of colleges and universities has been growing, resulting in an exponential increase in the number of university graduates. This change directly pushes up the threshold for graduates to enter the workplace, which makes them face unprecedented competitive pressure in the process of job hunting. Especially under the background of slowing economic growth, industry adjustment and changing job market demand, the employment problem of university graduates has become increasingly prominent and has become a hot issue of social concern.

The government and all sectors of society attach great importance to this issue and have taken a series of measures to ease employment pressure and improve employment quality. These measures include strengthening employment training and skills improvement opportunities, promoting in-depth cooperation between universities and enterprises, optimizing the entrepreneurial environment, eliminating employment discrimination and providing employment opportunities. Despite this, university graduates still face more severe challenges in the job market due to the specificity of their majors and differences in practical skills.

At the same time, the employment problem of university students is not only reflected in the material level, but also lies in the great influence of psychological level. Employment pressure leads to psychological problems of some students to varying degrees (Tang, 2016). This point has been further confirmed in the Report on Mental Health of Chinese People (2019-2020). According to the report, psychological problems are common among unemployed or underemployed people, and university graduates account for the vast majority of this group. This is mainly because graduates are full of expectations for employment, but the frustration and uncertainty in reality make them experience a huge psychological gap from hope to disappointment, which leads to mental health problems such as anxiety and depression.

Facing the increasingly severe employment situation and graduates' mental health problems, all sectors of society should take more effective measures, not only to solve the employment problems, but also to pay attention to graduates' mental health (Zhao, 2023). This includes providing professional mental health education and counseling services, establishing psychological crisis intervention mechanism, and strengthening the cultivation of university students' psychological resilience and coping ability, so as to provide comprehensive support and guarantee for graduates' smooth transition to workplace life. Only in this way can we truly realize the high-quality employment of graduates, maintain their mental health and promote their all-round development.

The employment problem of university students has always been the focus of attention of the state, society and higher education institutions, especially in the context of current economic globalization and domestic economic transformation and upgrading, this problem is particularly prominent. With the report of the 20th National Congress of the Communist Party of China putting forward the policy of strengthening employment priority, and making it clear that promoting high-quality full employment is an important part of the national strategy, the national level has attached unprecedented importance to the employment of university students. The "14th Five-Year Plan for Employment Promotion" issued by the State Council puts forward clear requirements for continuing to do a good job in the employment of graduates, which reflects the determination and actions of the state to solve the employment problems of university students (Pan Lili, Li Baozhu, 2023).

The statistics of the Ministry of Education reveal the seriousness of this problem. Since the large-scale enrollment expansion of higher education in China, the number of university graduates has shown a continuous growth trend, while the corresponding employment market has not expanded synchronously, which leads to the relative lag in the number of recruitment positions, thus intensifying the employment competition of university students. From 6.99 million university graduates in 2013 to 11.58 million in 2023, the rapid increase in the number of university graduates has directly pushed up the contradiction between supply and demand in the job market, making it difficult for university students to find employment a long-term and complex social problem (Li Hongyan, 2023). Global economic fluctuations have also had an impact on the employment of university students. The reduction of working hours in the world in 2021 is equivalent to the reduction of about 125 million full-time jobs worldwide, which has caused huge losses to new jobs in cities and towns, and then affected the employment opportunities of university students (Gemee, 2020). This change of external economic environment once again highlights the complexity and urgency of the employment problem of university students.

Facing the employment pressure, the psychological state of university students has also been greatly tested. The Employment Report of university Students in Autumn 2020 by Zhilian Research Institute reveals that nearly 60% of students feel employment pressure, and many students are even willing to lower their salary expectations for employment. This not only reflects university students' understanding and adaptation to the job market, but also exposes their anxiety and helplessness in the face of employment challenges. The employment pressure of university students is not only related to their physical and mental health, but also affects the happiness of their families, the development of colleges and universities and the stability of society. Therefore, the solution to this problem requires the joint efforts of the government, universities, families and even all sectors of society (Yang Shiyuan, 2022).

In today's society, with the increasing competition in the job market, university students, especially those in colleges and universities, are facing tremendous employment pressure. This pressure comes not only from the relative scarcity of employment opportunities, but also from the uncertainty of personal career goals and the pressure of social expectations. Proper career goal setting is very important to alleviate this pressure, but excessive psychological pressure will seriously affect a person's mood, weaken willpower, and even lead to irrational decision-making and behavior. Facing the fierce competition in the market full of talents, university students often feel inferior and confused, and do not know where their future career development direction is, which will inevitably have a negative impact on their employment psychology.

Reducing the employment pressure of university students is a major issue that needs to be jointly addressed by higher vocational education and mental health education. By studying the employment psychological pressure faced by university students and taking positive coping measures, it can help university students establish a healthy employment concept, thereby improving their employment competitiveness and sustainable employment ability (Tang, 2016).

This process requires colleges and universities to not only provide professional education and skills training, but also pay more attention to students' mental health and career planning, create a supportive environment so that students can confidently face the challenges of the job market, and enhance their market competitiveness through the accumulation of practical work experience and the improvement of professional skills.

Establish innovation and entrepreneurship bases, provide venues and financial support, and help university students realize their entrepreneurial dreams. Secondly, encourage colleges and universities to offer entrepreneurship courses and strengthen entrepreneurship education. At the same time, provide entrepreneurship training and guidance services for entrepreneurs to improve their success rate of entrepreneurship. On the one hand, encourage colleges and universities to cooperate with enterprises to carry out scientific research projects, strengthen the integration of industry, academia and research, and cultivate high-level talents that meet social needs. On the other hand, guide enterprises to recruit on campus, provide more employment opportunities, and provide generous salaries and benefits to attract university students to work in enterprises.

Overall, alleviating the employment pressure of university students is a systematic project that requires the joint efforts of colleges and universities, enterprises, governments, and all sectors of society. By providing comprehensive educational support, mental health services, and career development guidance, it can help university students overcome difficulties and challenges in the employment process, establish

healthy employment concepts, and ultimately achieve career goals and personal development.

Based on the cognitive interaction theory of stress, this study focuses on analyzing the internal and external factors of university students' employment stress. Internal factors include students' personal career expectation, work attitude and psychological endurance. External factors cover the actual situation of the employment market, family economic situation, social employment policies and other dimensions. Through this comprehensive analysis, this study not only reveals the multiple causes of university students' employment pressure, but also provides powerful ideas and suggestions for alleviating this social problem.

In view of the employment pressure faced by university students in Liaoning Province, this paper puts forward a series of specific suggestions and countermeasures. These measures aim to help students better understand the job market and plan their careers reasonably, and also provide reference for the government and universities in employment guidance and education policy making. Through these efforts, we hope to provide effective solutions to the employment problems of university students in Liaoning Province and even the whole country, and help them smoothly transition to their careers.

1.2 Research Problems

Under the current social and economic background, the employment pressure faced by university students in Liaoning Province is particularly complex and diverse. The continuous reform of education system and economic system, the rapid development of science and technology and the deep adjustment of industrial structure have jointly shaped a highly competitive and constantly changing employment environment. With the wide application of artificial intelligence and automation technology, the labor demand of many traditional occupations decreases, while the demand for high-skilled and high-quality talents in emerging industries far exceeds the supply, which leads to unprecedented challenges for university students when looking for jobs. At the same time, in the process of streamlining institutions and reducing staff to increase efficiency, state-owned enterprises and government agencies have further squeezed the space of the job market, which makes the employment competition of university students more and more fierce(Zhou Xiaozhou, 2023).

In addition, with the implementation of the enrollment expansion policy of higher education, the overall number of university students has increased dramatically, but when they graduate, they often find that the number of ideal jobs is limited. Especially under the background of slowing economic growth, the reduction of recruitment positions in enterprises makes graduates face unprecedented employment pressure. The appearance of this employment structural contradiction not only forms pressure in

quantity, but also restricts the employment choice of university students in quality. university students find that the professional knowledge and skills they have learned in school are difficult to meet the actual needs of enterprises. The rapid changes in market and technology make their knowledge quickly outdated, and the lack of practical work experience becomes another obstacle on their way to employment(Zhang Qiuping, 2023).

For university students, social and psychological factors are also important aspects that affect employment pressure. The phenomenon of "neet the old" in the current society partly reflects the attitude of university students towards employment and independent life. Over-protection of family and high expectation of society make university students feel great psychological pressure in employment choice, which not only comes from the anxiety of not finding a job, but also includes the worry of whether they can meet the expectations of family and society after finding a job. On the other hand, different family economic conditions also have a significant impact on university students' employment choices. Students with poor economic conditions often face greater employment pressure, and they may have to sacrifice their professional interests and development potential to choose jobs that can bring economic income as soon as possible(Zhao Zhuo, 2023).

In view of these challenges, a multi-dimensional strategy is needed to alleviate the employment pressure of university students, covering policy support, education reform, family guidance and personal efforts. The government can create more jobs by formulating and implementing more flexible employment policies, especially encouraging innovation and entrepreneurship, and opening up new areas of employment. Educational institutions should strengthen the connection with industries, update curriculum content and strengthen practical teaching in order to improve students' employment competitiveness. On the family side, university students should be encouraged to cultivate independent life and work ability and establish correct employment outlook and values. university students themselves need to actively face the challenges of the job market, and enhance their employability and psychological endurance by improving themselves, actively seeking jobs and constantly learning, so as to better adapt to the complex and changeable employment environment(Li Yang, 2022).

To sum up, to explore the influencing factors of university students' employment pressure in Liaoning Province, university should not only pay attention to the external environmental factors such as macro-economy, educational policy and technological development, but also deeply understand the internal influence of university students' individual psychological state, family background and social culture. Liaoning, as an important province in Northeast China, has brought specific challenges and opportunities to the employment of local university students under the background of economic restructuring and industrial upgrading. Through a comprehensive analysis of

these influencing factors, this study aims to provide more in-depth insights and solutions to the employment pressure of university students in Liaoning Province, in order to help them better cope with the challenges of the job market and achieve smooth employment. This is not only of great significance to the formulation of higher education and employment policies in Liaoning Province, but also provides valuable experience and reference for other regions.

Under the background of our continuous efforts to optimize the employment market, the employment of university graduates is still an urgent challenge facing the current education and society. Especially for the "post-95 s" and "post-00 s" undergraduate graduates, the employment situation is more complicated and severe. On the one hand, these young people's ideas about job and career choices are immature and incomplete, which directly increases their sense of pressure when facing the job market. On the other hand, compared with previous graduates, the current family environment of university students is generally better, and most of their parents have received higher education. This strong educational atmosphere makes many graduates tend to choose to postpone employment in order to pursue higher degrees or better job opportunities.

However, it is worth noting that this employment pressure is not limited to senior students who are about to graduate, but has become a part of students' long-term planning since the lower grades. The widespread existence of this phenomenon shows that employment pressure has deeply affected university students' study and life planning, and has become a part of their daily life that can not be ignored. Through the empirical analysis of 400 survey data, the purpose of this study is to explore the specific influencing factors of university students' employment pressure, so as to provide targeted suggestions and countermeasures for university students in Liaoning Province.

1.3 Research Objectives

1 To explore the influencing factors of employment pressure of university students in Liaoning

2 To provide suggestions and countermeasures to reduce employment stress of university students in Liaoning province.

1.4 Research Scope

This study was conducted on 400 students in the fourth year of undergraduate university students of management at Liaoning university, using research methods. The employment of university students is related to the fate of an individual's life, which is of great practical significance to individuals, families and society (Guo, 2016). In this study, 400 students were separately using the interview method with the students of Liaoning Province. Comprehensively analyze the influencing factors of students' employment pressure and further study the countermeasures to alleviate employment

pressure, analyze the influencing factors causing employment pressure, and propose solution measures to alleviate students' employment pressure.

1.5 Research Significance

1.5.1 Theoretical Implications

Exploring the factors of university students' employment pressure has a very positive significance for enriching and developing the existing employment theory and pressure theory, and improving the ideological education management system of university students. Let university students clarify the sources of employment pressure, point out the direction for alleviating the employment pressure of higher vocational students, and provide corresponding reference materials for schools to carry out employment guidance and corresponding psychological counseling. On this basis, targeted training courses or internships can be provided to help university students improve relevant core competencies and reduce employment pressure (2012, Li).

It provides some theoretical basis for universities to carry out career guidance at the university student level.

This study takes the cognitive interaction theory of stress as its theoretical basis, examines the sources of employment stress among university students in Liaoning Province, and examines employment issues from three perspectives: the level of stress generation, employment concepts, and results presentation.

1.5.2 Practical Implications

Exploring the employment pressure factors of university students is of great positive significance for enriching and developing the existing employment theory and pressure theory and perfecting the ideological education management system of university students. Let university students make clear the source of employment pressure, point out the direction for alleviating the employment pressure of higher vocational students, and provide corresponding reference materials for schools to carry out employment guidance and corresponding psychological counseling. On this basis, targeted training courses or internships can be provided to help university students improve their core competencies and reduce employment pressure (2012, Li).

It provides a theoretical basis for colleges and universities to carry out employment guidance at the level of university students. Based on the cognitive interaction theory of stress, this study studies the sources of employment stress of higher vocational university students, and studies the employment problems from the aspects of stress generation, employment concepts and results.

1.5. 3 Practical Significance

As a research branch of students' psychological pressure, the study of university students' employment pressure has not attracted much attention in recent two years. It is of practical significance to grasp the situation, factors and strategies of students' employment pressure in time.

With the increasing number of university students in China, employment is facing a grim situation. Through the study of employment pressure of university students, we find different characteristics and demands of their employment. Through the empirical study of employment pressure, this paper provides practical data support and provides realistic basis for the development of employment guidance for university students.



Chapter 2 Literature review

Introduction

At present, the employment situation of university students in China is not optimistic, coupled with the slow economic growth affected by the epidemic, the employment pressure faced by university students only increases, which is easy to produce anxiety, agitation, bitterness, and harm health. Mental health is very important for the comprehensive development of university students. Having positive emotions and good mental state is conducive to university students' better adaptation to society and healthy life. Therefore, this paper uses the cognitive interaction theory of pressure to analyze the internal and external factors that affect the employment pressure of university students, analyzes the reasons leading to the employment pressure of university students, and puts forward corresponding countermeasures to alleviate the employment pressure of university students, help university students master how to relieve the employment pressure, and develop university students' mental health(Ye, 2022).

2.1 Employment Pressure

Starting from the employment situation, the article analyzes the current situation of graduates' employment, considers the employment pressure, identifies the relevant influencing factors, and puts forward optimization suggestions at three levels, namely, "early warning of employment pressure" and "job change management". Ideas" and "Core Employment Skills Enhancement". The pathway helps graduates to relieve employment pressure and obtain higher quality and more suitable jobs (Yi Huaixiu, 2023). university enrollment continues to grow, social competition has increased, and employment opportunities are growing. The employment situation is grim, unbalanced economic development, uneven distribution of work tasks, unbalanced employment structure, slowing down of employment concepts and career planning, and increased employment pressure, vocational higher education should focus on easing the employment pressure of graduates to achieve full employment This paper analyzes the employment pressure of students in higher vocational colleges and universities, analyzes the reasons for the employment pressure of students in higher vocational colleges and universities, and puts forward the countermeasures of higher vocational colleges and universities to ease the employment pressure Suggestions. For higher education students, we help students who have completed their higher education degree to regulate work stress and adapt to employment pressures. Employment mindset and guidance for colleges and universities. Providing Scientific Benchmarking for Graduate Career Guidance (Yuan Jiawei, 2023). The continued growth in the number of university graduates, coupled with changes in the employment situation, has led to varying degrees of changes in the psychology of individual university students. In order to understand the relationship between the psychological health and employment stress

of recent graduates, a survey was conducted on recent graduates, and the scale showed that graduation had an impact on the psychological stress and employment stress of the respondents, and to a greater extent, it showed that students had two aspects of psychological and employment stress prior to graduation (Zhu Chenyi, Yang Jingyi, 2023).

2.2 Individual Level of Employment Pressure of University Students

Job stress is recognized as the anxiety one feels when considering employment, preparing for employment, and facing threatening and challenging stimuli in the search for a career. It consists of four dimensions: self-efficacy, hope, optimism, and resilience (Runlong Chen, 2022). This paper analyzes the factors affecting the employment of master's degree students from three perspectives, namely, "social stressor - imbalance in the employment structure, personal stressor - misunderstanding in the employment mentality, and school stressor - backwardness in the cultivation mechanism". This paper analyzes the factors affecting the employment of master's degree students from three perspectives, and suggests that the government, colleges and universities and enterprises should improve the system and the closed-loop talent development mechanism, in order to provide ideas for reducing the pressure of students' employment (Hui-Yi Zhang, Xin Tong, 2023). The purpose of this paper is to explore the impact of employment stressors on university students' career decision-making difficulties and to introduce psychological capital as a mediating variable in the relevant analysis, a bridge between individuals and environmental factors as well as attitudes and behaviors and other variables (Liu Hongxia, Ye Juan, 2023).

2.3 Employment Pressure of university Students at the University

Level

In the process of employment and entrepreneurship guidance, due to the relatively small number of teachers in the employment and entrepreneurship guidance centers set up in connection with schools, university students have more problems, which to some extent complicates the problems raised by students. It cannot be solved quickly within a short period of time, which affects the efficiency of university students' employment and causes pressure on students' employment (2023, Zhang Qiuping). The focus of employment stress among university students is the inability of schools to provide employment counseling services. This is mainly due to the backward mechanism of student education in higher education institutions. Generally speaking, the education model of master's degree students in colleges and universities is characterized by heavy theoretical inculcation and light competence. In addition, employment counseling or other similar career planning courses take up only a small portion of a master's student's time in school, so it is difficult for students to develop a systematic understanding of employment and sound career planning (2023, Huiyi Zhang, Xin Tong).

2.4 Social Dimension of Employment Pressure of University Students

Against the backdrop of the increasing normalization of special situations, students at colleges and universities are confronted with new problems arising from the employment situation. The current employment situation is developing in a complex pattern, and the economic pattern is still changing a lot, so whether it is possible to effectively solve the employment problem of fresh university students has become an important question for the development of today's society (Zhou Xiaozhou and Xu Yutong, 2023). Under the background of rural revitalization strategy, university students returning to their hometowns for employment not only provides talent support for the implementation of rural revitalization strategy, but also helps to alleviate the employment pressure on university students and realize the value of their lives. Based on this, the article analyzes the current situation of university students' employment and pressure characterization, makes an attribution analysis of rural university students' employment pressure in the context of rural revitalization, implements university graduates' employment policies and other aspects to strengthen university students' cognition of the strategy of rural revitalization, and strengthens university students' awareness of employment at the rural grassroots level as a means of alleviating employment pressure and promoting university students' full employment (Zhao Zhuo and Liu Chunlei, 2023). The basic features of Guangdong's economy have been improving in the long term, and the overall employment situation has remained basically stable. The current employment work is still facing a lot of difficulties and challenges, and the situation of pressure in stability is still relatively obvious: the rebound of the consumer service industry is not up to expectations, the downward trend of real estate and the instability of foreign trade orders have led to unsaturation of work, and there may be an increase in the pressure on students' employment (Li Soaring, 2022).

2.5 Employment Pressure of University Students at the Family Level

The psychological problems caused by poor university students are mainly due to the fact that some parents are so busy making a living that they neglect the proper guidance of their children's growth process and put their high hopes on their children, resulting in such a result. There is an increase in pressure, which leads to psychological problems in the employment process of students. They are afraid of letting their parents down, afraid that their grades won't live up to their parents' expectations. As a result, students become restless and emotionally unstable. If it is not guided in time at present, it will cause more serious employment pressure (Xie Yanfen, 2022). Different students have different sources of work stress. The first major source is family pressure, including poor career of parents, poor economic foundation of the family, and the social status of my parents not helping me much (Yang Shiyuan, Yue Longhua, 2022). The analysis of employment pressure and job satisfaction of rural university students shows

that rural university students have lower overall satisfaction with their first job and generally higher employment pressure, which indicates that the difference between urban and rural origins has a significant impact on their satisfaction with their first job. First job. pressure, there are more obvious urban-rural differences in family social capital, which directly affects the employment situation (Jin Beilei, 2021).

2.6 Cognitive Interaction Theory

Literature research, questionnaires, and field interviews were used to analyze the coping methods and guidance strategies of physical education students from the perspective of cognitive interaction theory. The process of coping with stress includes steps such as assessing sources of stress, evaluating coping resources, perceiving stress, and making coping decisions. Based on this, the article puts forward the guiding strategies for the investigation of employment pressure of students in sports colleges and universities: university students should do well in employment planning and emotional adaptation, sports colleges and universities should address the negative emotions of students in a targeted way, and the relevant departments should speed up the employment work. Leading System Innovation (Zhao Lefa, Wang Zheng, 2023). From the perspective of stress-cognition interaction theory, this paper establishes an intervention model for the phenomenon of "slow employment" among university students, discusses the causes of the phenomenon of "slow employment" among university students in terms of sources of stress, cognitive evaluation, and environmental interactions, etc., and notices that students' own It is noted that students' own comprehensive quality, understanding of job-seeking skills, richness of internship experience and student body, academic level, clarity of career planning, compatibility of university courses with future careers, and choice of classmates are all stressors that have a significant impact on "slow employment" (Ren Yixuan, 2022).

2.7 Theoretical Framework

The theoretical framework comes from American psychologist Richard Lazarus put forward the stress cognitive interaction theory in 1960s, which is a stress research theory based on psychological perspective and widely recognized by academic circles. The theory proposes the "stress cognitive interaction" model, which explains how stress is generated and how it interacts between individuals and the environment. The external social environment, personal employment expectations, professional status, and personal characteristics bring employment pressure to students. When stress brings stimulation to students, they recognize and evaluate according to their own situation. When their views are immature and incomplete, they artificially increase employment pressure, think that their skills and resources are not enough to cope with it, and feel that it is difficult to evaluate and evaluate. At the same time, most parents allow students to think for themselves and support them, so that they are not in a hurry

to work and continue their studies, which will eventually be formed due to stress and cognitive interaction.

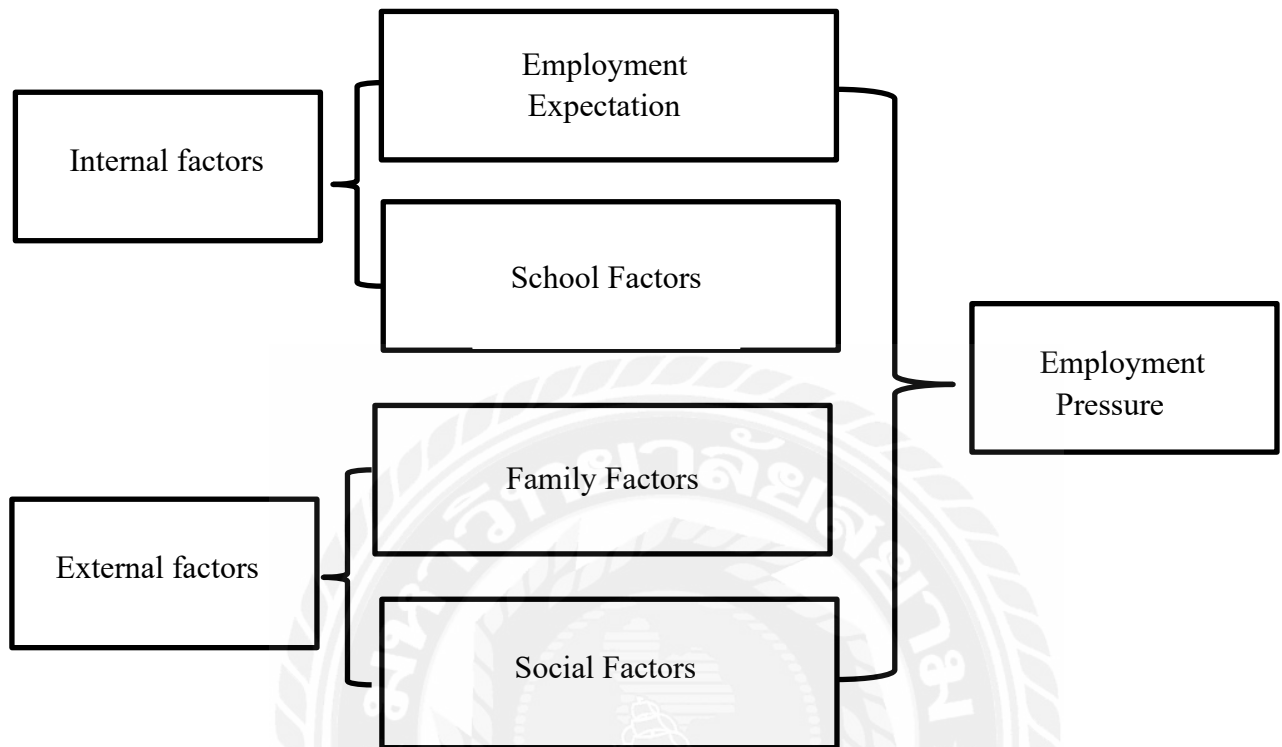


Fig. 1 Cognitive interaction model of stress

Chapter 3 Research Methodology

3.1 Introduction

This paper adopted the qualitative research method and used the cognitive interaction theory to analyze the influencing factors of employment pressure of college students in Liaoning Province, and put forward countermeasures and suggestions. First, relevant literature was searched to master the relevant knowledge of this study, laying the foundation for subsequent research; in the specific research process, the relevant knowledge of employment pressure interaction theory provides a basis and reference for this study. Based on the qualitative research method, college students in Liaoning Province were interviewed through the cognitive interaction theory, Relevant information was obtained during face-to-face communication with the interviewees, and the employment pressure faced by college students in Liaoning Province and the influencing factors of employment pressure of college students in Liaoning Province were analyzed, and relevant countermeasures to alleviate the employment pressure of college students were proposed.

3.2 Research Design

3.2.1 Research Method

In this study, as an important research method, literature research is widely used to analyze the influencing factors of university students' employment pressure. Through this method, researchers can systematically collect, collate and analyze existing relevant research results, including academic papers, policy documents, reports and other published materials, so as to form a comprehensive understanding of the present situation and a profound insight into historical development. Literature research method not only helps to clarify the background and research framework of research problems, but also provides theoretical support and empirical basis for putting forward research hypotheses and choosing research methods.

In the process of applying literature research method, firstly, the relevant literature is widely collected and screened to ensure that it covers many aspects related to employment pressure, such as psychology, sociology, economics and pedagogy. Through this step, the researcher can construct a multi-understanding of the employment pressure of university students, and provide abundant materials for the follow-up analysis. Subsequently, the collected literature is carefully read and critically analyzed, focusing on the research findings on the influencing factors and mitigation strategies of employment pressure, especially the research results conducted in Liaoning Province and similar regions, so as to ensure the regional applicability and timeliness of the research results.

Finally, through the integration and comparative analysis of the existing research results, this study can reveal the main influencing factors of university students' employment pressure, as well as the consensus and differences among different studies. This method not only deepens the understanding of the essence of the problem, but also provides a solid theoretical basis for the suggestions and countermeasures put forward in the study. In addition, the literature research method is also helpful to find the gaps in the research field and the future research direction, and provide guidance for the follow-up research work. In a word, the literature research method plays an indispensable role in this study, which provides a solid theoretical support for in-depth discussion of the influencing factors of employment pressure of university students in Liaoning Province and putting forward effective countermeasures.

3.3 Interview Outline

The interview method is a research method that designs an interview outline according to a certain purpose, obtains relevant data and information through face-to-face communication with college students, and analyzes the behavior and psychological state of college students. The interview method is divided into unstructured interviews and structured interviews due to different research purposes or objects. In order to ensure the depth of the investigation, this study adopted a semi-structured interview outline and conducted a total of 80 interviews. Based on the theory of stress cognitive interaction, this paper designs an interview outline around the employment pressure brought by four dimensions, namely personal factors, university factors, family factors, and social factors. There is a total of 35 questions, covering the interviewed students' employment mentality, main sources of pressure, feelings of employment pressure, manifestations of employment pressure, impact of employment pressure, coping methods, career satisfaction, career counterparts and expected salary and benefits, etc. Through semi-structured interviews, it aims to analyze the internal and external factors affecting the employment pressure of college students in Liaoning Province, and propose countermeasures to alleviate students' employment pressure.

Table 3.1 Interview outline of employment pressure of university students in Liaoning Province

| Factors affecting employment pressure | Question |
|---------------------------------------|---|
| Internal factors | |
| | 1. What kind of professional future would you like to have? 2. Do you want to stay in big cities or economically developed areas for employment? |

| | | |
|---|---|---|
| Employment Expectation | 3. What is your desired level of salary package? | |
| | 4. What is your desired job position? | |
| | 5. Are you worried about finding a job you don't like and not being motivated at work for long? | |
| | 6. Are you concerned about the low economic treatment of your job and the small salary? | |
| | 7. Are you worried that the work is difficult and you are not up to the task? | |
| | 8. What do you think is the biggest difficulty in employment? | |
| | 9. Are you clear about what kind of career suits you? | |
| | 10. Do you feel that your major is not popular and it is difficult to find a job? | |
| | 11. Do you want to work in a prestigious and effective organization? | |
| | 12. Do you find that you have no talent and lack of competitiveness? | |
| | 13. Do you believe that the number of graduates is large and competitive? | |
| | 14. Do you consider yourself to be under employment pressure? | |
| | 15. What do you think is the market supply and demand for your field of study? | |
| | 16. Are you optimistic about the job prospects in your field of study? | |
| | 17. In which positions do you think your specialty is suitable for employment? | |
| | 18. Do you think that the current employment environment for university students is unsatisfactory and that the supply of your field of study exceeds the demand? | |
| | 19. Are you optimistic about the job prospects in your field of study? | |
| | School Factors | 20. Is your school not famous enough? |
| | | 21. Does your school provide enough support for employment? |
| 22. Are the majors in your school reasonable? | | |
| 23. Is the education quality of your school feasible? | | |

| | |
|------------------|---|
| | 24. Does your school provide help in employment? |
| | 25. Is your school not famous enough? |
| External factors | title |
| Family Factors | 26. Is your family in financial difficulty? |
| | 27. Does your family help you with your job? |
| | 28. Do your parents support your job? |
| | 29. Do you and your parents disagree on choosing a job? |
| | 30. Will your parents find a good job for you? |
| Social Factors | 31. Are you being lied to in a job search? |
| | 32. Have you been rejected many times in your job search? |
| | 33. Are you nervous and not doing well in the interview? |
| | 34. Are you being given a hard time by the interviewer? |
| | 35. Do you get nervous just thinking about a job interview? |

3.4 Data Analysis

After collecting the questionnaire and scale data, this study used Python to analyze the data. Python, as a powerful programming language, has significant advantages in the fields of data analysis and machine learning. Through Python, researchers can use various data analysis libraries such as Pandas, Numpy, SciPy and visualization tools such as Matplotlib and Seaborn to clean, process and analyze large-scale research data. Specifically, the data analysis process includes data preprocessing, descriptive statistical analysis, correlation analysis and regression analysis.

In the data preprocessing stage, firstly, the collected data were cleaned to eliminate invalid or missing data points to ensure the accuracy of analysis. Then, descriptive statistical analysis was used to summarize the basic characteristics of data, such as central trend, distribution pattern and so on. Through correlation analysis, explore the correlation between different variables, identify the key factors affecting the employment pressure of university students. Finally, regression analysis was used to

further verify the causal relationship between these factors and university students' employment pressure, as well as their influence on employment outlook.

This study conducted interviews with university students in Liaoning province and adopted the interview method as the main method of data collection. After collecting and collating the interview data, based on the cognitive interaction theory of pressure and focusing on the four dimensions that affect the employment pressure of higher vocational university students, this paper discusses the internal factors and external factors that affect the employment pressure of university students in Liaoning Province, and puts forward countermeasures to alleviate the employment pressure of university students in Liaoning Province according to the influence of internal and external factors that affect the employment pressure. According to the internal and external factors that affect the employment pressure, this paper puts forward the countermeasures to alleviate the employment pressure of university students in Liaoning Province.



Chapter 4 Findings

4.1 Introduction

By reviewing the cognitive interaction theory of stress and relevant literature on employment stress, this study designed an interview outline from four dimensions, namely, individual level, family level, school level and social level, which affect students' employment pressure. This study conducted in-depth interviews with university students in Liaoning Province, analyzes the internal and external factors affecting the employment pressure of university students in Liaoning province, and puts forward countermeasures to alleviate the employment pressure of students. The internal and external factors affecting the employment pressure of students were put forward, and the countermeasures to alleviate the employment pressure of students were put forward. Through literature review and interviews, the following conclusions were found and drawn to achieve the research purpose of this paper.

The sources of employment pressure of university students in Liaoning Province are complex and diverse, including the social level, the family level, the school level and the individual level. In terms of cognition of employment pressure, university students in Liaoning province tend to be attributed externally first and pay less attention to their own factors (Zhao, 2016). On the basis of studying the cognitive interaction theory of employment pressure, this paper finds out the internal and external factors that affect the employment pressure of university students in Liaoning Province through in-depth interviews, including professional quality evaluation, self-knowledge, employment orientation and employment psychological expectation, namely students' cognition and ability; All of them are the internal factors that affect the employment pressure of students; Employment competition environment, lack of job search help, professional supply and demand contradiction, social employment competition environment, lack of job search help, professional supply and demand contradiction, that is, social reasons, family reasons, school reasons are the external factors that affect students' employment pressure. This paper analyzes the internal and external reasons that affect the employment pressure of university students in Liaoning Province from the aspects of personal reasons, social reasons, family reasons and school reasons.

4.2 Internal Factors Affecting the Employment Pressure of university Students in Liaoning Province

4.2.1 Low Professional Quality and Social Adaptability

According to the interview, influenced by the traditional employment concept of society and family as well as the employment situation of university students, university students in Liaoning Province have not a clear understanding of the importance of their professional quality, and are not confident in their ability and quality. For example, they feel that their education is not high, their social recognition is low, and they are excessively worried about their professional quality and communication and coordination ability. Lead to employment psychological pressure is too large. university students in Liaoning Province think that they have less employment options at the level of their own conditions, and most of them are under greater pressure. Lack of corresponding certificates, found that they do not have special skills, the major is unpopular these three aspects caused the biggest employment choices of university students. Secondly, university students' self-positioning is wrong, they do not have a correct view of career choice, and they are full of fantasies about their future career, so as to create a better future for themselves, and they do not understand the current employment environment. As a result, they cannot make a correct judgment on themselves in the face of employment pressure, that is, their advantages cannot cope with the employment pressure. The long-term wrong understanding of employment and the lack of adaptation to the society have led to the low quality of university students in Liaoning Province, the lack of professional ability and quality, and the lack of knowledge reserve. Therefore, facing the current severe employment situation, we must establish a good employment view.

4.2.2 Self-perception Bias and Work Experience

According to the interview results of the employment pressure of university students in Liaoning Province, it is found that university students are not enough to observe their own ability, do not evaluate themselves, and have self-cognition evaluation bias. The three aspects that bring the greatest pressure to university students' employment are repeatedly eliminated in job hunting, no response after submitting resumes, and nervous interview. This is one of the internal factors that lead to the stress mentality of university students in the employment process, such as the lack of internal thinking about what type or nature of work makes them feel happy, and what kind of career future they hope to have.

The influence of self-cognitive evaluation deviation of university students in the face of employment pressure includes not only internal factors such as personal character and work experience, but also external factors such as employment environment and supply and demand contradiction. First of all, in terms of internal factors, different places of origin, majors, work experience and achievements will affect university students' cognition and evaluation of themselves in Liaoning Province. The

research finds that the cognition and evaluation of university students in counties, towns and rural areas is significantly lower than that of university students in cities and towns, because individuals form self-evaluation mainly by examining the outside world and receiving feedback from others in the process of growth. However, due to the restrictions of living environment and family economic conditions, urban university students are more likely to form negative cognition of themselves in the process of growth, so their cognition and evaluation of themselves are relatively low. university students with work experience have a lower cognition and evaluation of themselves. university students with insufficient social experience or work experience worry that they are not qualified for work, so that students without practical experience will have a negative impact on themselves.

4.2.3 Employment Preferences and High Psychological Expectations

According to the interview, one of the main personal reasons for the pressure brought by university students in Liaoning province on employment is the tendency of university students in Liaoning Province to choose jobs. Employment tendency refers to "subject's conscious choice of occupation under the driving of employment demand and the guidance of specific values". In 1934, Maslow, an American psychologist, put forward the hierarchy of needs theory in his book *The Theory of Human Motivation*. He believed that human beings pursue five kinds of needs throughout their lives, namely: Physiological needs, safety needs, social needs, respect needs, self-esteem needs, and these five needs appear in order, only when the needs of the upper layer are satisfied, individuals will continue to pursue the needs of the next layer (Wu, 2008).

Before joining the workplace, university students will face a variety of choices, and choose their favorite position among many choices, which not only reflects their employment tendency, but also reflects their demand motivation. According to the interview results, at this stage, the employment tendency of university students in Liaoning Province is still contradictory, struggling between need and ideal. Graduates all hope to find their ideal jobs in a short period of time, but due to the current employment environment, it is often counterproductive. Employment, choice, competition, etc., is one of the reasons why students feel great psychological pressure.

According to the interview on the employment pressure situation and coping style of university students in Liaoning province, it is found that university students have a low ability to actively solve problems and recover their health when faced with employment pressure or employment frustration. Although university students will actively take a series of coping measures to relieve the employment pressure, when the result or process deviates from the expectation, they will regard the current stressful situation as uncontrollable, and have a series of negative emotional or physiological reactions.

4.3 External Factors Affecting the Employment Pressure of University Students in Liaoning Province

4.3.1 Competitive Environment of Employment

The study also emphasizes the dual influence of family factors on university students' employment pressure. On the one hand, the economic situation of students' families, the consistency between parents' views on employment and students, and the employment choices of students around them have certain influence on the formation of students' employment pressure; On the other hand, parents' support and understanding can reduce students' employment pressure to a certain extent. The statistical analysis based on SPSS further reveals that there is a significant correlation between career development goals and employment pressure, and points out that students' career planning is closely related to their employment pressure.

These research results provide important guidance for higher education institutions, government departments and families in reducing the employment pressure of university students and supporting their career development. By paying attention to students' employment expectations, improving their employment skills, optimizing curriculum and strengthening family support, we can effectively help students cope with the challenges of the employment market and promote their smooth employment.

Employment competition pressure comes from both the social environment and the school environment. After graduation, university students in Liaoning Province like to work in economically developed areas because they are eager to get a better working environment and salary. However, faced with such a large number of unemployed university students, it is difficult for economically developed areas to meet the employment needs of all university students. In recent years, the state has introduced preferential policies for university students' employment, such as launching the "university Student Entrepreneurship Guidance Plan", implementing and improving entrepreneurship support policies, and helping more university graduates to start their own businesses. university graduates who open "online stores" on e-commerce network platforms can enjoy small guaranteed loans and financial interest subsidies. For university graduates who leave school and are unemployed and achieve flexible employment and handle real-name registration and pay social insurance premiums, a certain amount of social insurance subsidies will be given within 2 years. Increase support for university graduates with employment difficulties, and expand the current job search subsidies that are limited to graduates from urban and rural subsistence allowance families to disabled graduates. State-owned enterprises recruiting fresh university graduates must publish information on government websites and publicize the candidates to be hired. Simplify the settlement procedures for university graduates in different regions and ownership units. Although most of the policies issued by the

government encourage colleges and universities to actively start businesses, the popularity of "freelance" among graduates has increased. Although the state has introduced some welfare policies, the promotion and guidance of university students' employment and entrepreneurship is relatively lacking in pertinence. When university students face strong entrepreneurial pressure, many problems cannot be solved, forcing them to give up. Faced with the severe employment situation of university students, the state should actively encourage university students to find employment and start businesses. For the employment of university students, the government should establish corresponding entrepreneurial systems and employment mechanisms.

Insufficient funds, university students believe that "lack of start-up funds" is the biggest obstacle to entrepreneurship. my country's employment and entrepreneurship policies are not perfect. Youth employment and entrepreneurship must face policy thresholds. In recent years, although governments at all levels in my country have also successively introduced some policies such as tax reduction and exemption, microcredit, etc. to promote employment and entrepreneurship, they are not perfect as a whole. my country's employment and entrepreneurship skills training needs to be strengthened. The investigation and analysis of the Chongqing Municipal Committee of the Communist Youth League believes that compared with developed countries where higher education has been "popularized", the average education level of Chinese youth is relatively low. Most young people in rural areas have only completed nine years of compulsory education, and most urban youth have only received 12 years of secondary education. The vast majority of young people have not received vocational skills training before seeking employment, lack entrepreneurial experience, and have weak entrepreneurial ability. At the same time, due to the influence of traditional ideas, many young people who have obtained university diplomas are not prepared for entrepreneurship in terms of psychology, ability, experience, etc. my country's employment and entrepreneurship services are not sound enough. Some employers pay too much attention to students' academic qualifications and ignore their professional skills when recruiting. Current recruitment notices state that "graduate degree or below is not acceptable", and some companies require candidates with work experience to be given priority, which puts university students at a disadvantage in the employment competition (Xiao, 2015).

4.3.2 Lack of Job Search Assistance

The lack of job search help means that university students hope to get more convenient external resources, contacts or channels in the employment process, but often in a counterproductive state, so that university students feel helpless for employment. Contemporary university students are greatly influenced by traditional cultural thinking, and the family concept is still strong. Family education is crucial to the growth of university students, and parents' employment concept also deeply affects their children's value judgment and psychological activities. In families dominated by parents' values, parents often choose their children's employment according to their own

career concepts or ideas, lack of democracy, causing certain psychological pressure on children. Many graduates can not completely get rid of the shadow of family expectations when choosing a career, think that their parents have worked hard to bring themselves up, when choosing a career should respect the will of their parents, repay the grace of their parents, university students with this idea blindly follow the will of their parents when choosing a career, ignoring their own career interests.

Most parents have high hopes for their children, hoping that their children can work in higher-level units or economically developed cities, and there is often a certain gap between their parents' expectations and their children's expectations. Students feel guilty and feel that they have failed to live up to their parents' efforts, resulting in huge psychological pressure. Nowadays, most university students are the post-90s, most of them are the only child, their parents love them very much, every university student shoulders the expectations of the family, but many parents do not realize that higher education has changed from elite education to mass education, still think that university students are the pride of the world, and put the hope of the whole family on their children. Some parents from rural areas or poor families hope to change the poor and backward situation on their children. In the face of the high expectations of their parents and the cruel employment reality, the inner contradictions of university students are intensified, and the psychological pressure is great.

4.3.3 Contradiction Between Professional Supply And Demand

Under the background of my country's implementation of the expansion of enrollment, the mismatch between the hardware conditions of schools such as teachers and teaching facilities and the source of students has become prominent. Due to the influence of school factors, university students have shown obvious advantages in employment choices, and most people are above the medium level in this regard. According to the , the greatest pressure faced by university students in employment choices comes from the lack of school education quality and reputation, as well as the school's lack of support for students' employment, while the uneven distribution of teaching resources such as shortage of teachers and libraries also affects the quality and enthusiasm of students' learning.

From the employment situation of various types of majors, compared with the national average, there are significant differences in career choices among university graduates of different categories, among which the employment situation of science and engineering universities is the best, followed by art, and the worst is liberal arts. Due to the influence of school factors, university students have shown obvious advantages in employment choices, and most people are above the medium level in this regard.

Secondly, through in-depth interviews, it was found that many students believed that their professional skills were not high, and there was a current situation to varying degrees that the employment scope of their majors was narrow and the employment

positions affected the employment pressure. Through research, it is found that the professional course settings of colleges and universities in Liaoning Province lack applicability. Specifically, the professional course settings of schools do not match the talent requirements of employers, and cannot meet the current market demand for professional and technical talents. From the interview survey results of the contradiction between supply and demand of university students' employment pressure in Liaoning Province, it can be seen that at this stage, the training of university students in Liaoning Province lacks practical education for students and how to deal with the role transition from school to society. The guidance and training of students before entering the society plays a very important guiding role. When students lack adaptation to this change, university students will feel nervous and helpless in the face of employment, and feel confused about their careers, which will inevitably increase the psychological pressure of higher vocational students in the face of employment (Xiong, 2021).

Finally, employment guidance is a course that students must not miss when entering society. Through interviews, it is learned that the lack of employment education for students in Liaoning Province is mainly reflected in the fact that employment education has not been implemented throughout the whole process. Most teachers of employment education courses lack the employment experience of young counselors, and can give students very limited practical guidance. The course content is mostly theoretical elaboration and explanation of theories related to job hunting and employment. The course content is mostly theoretical explanations and explanations of job hunting and employment. The lack of such employment guidance for students in higher vocational universities is one of the main factors that increase their employment pressure. Therefore, it is necessary to optimize the school's employment guidance services, fundamentally improve the importance of this course, and obtain real employment guidance from it (Zhong, 2023).

4.4 Countermeasures to Ease the Employment Pressure of University Students in Liaoning Province

Moderate employment pressure can stimulate the initiative and competitiveness of university students in job hunting, but excessive psychological pressure or prolonged duration is not conducive to the smooth employment of university students (Wang, 2017). By analyzing the influencing factors of employment pressure of university students in Liaoning Province, it is found that the psychological pressure of university students' employment is the result of the combined effect of internal and external factors. Therefore, in view of the employment pressure of university students in Liaoning Province, countermeasures should be proposed from the individual level to alleviate the internal factors of students' employment pressure, and countermeasures should be proposed from the perspectives of society, family, school, etc. to alleviate the external factors of students' employment pressure. Combined with the theory of stress cognitive interaction, coping with students' employment pressure requires mutual support and

cooperation among individuals, society, family, and school, and creatively carrying out work within their respective responsibilities, and proposing countermeasures to alleviate the employment pressure of university students in Liaoning Province.

4.4.1 Internal Factors to Ease the Employment Pressure of University Students in Liaoning Province

This paper proposes internal countermeasures to alleviate the employment pressure of university students in Liaoning Province, and alleviates employment pressure from the student level by enhancing self-efficacy, improving cognitive evaluation, and adjusting career choice preferences. "Self-regulation is a process in which individuals use certain principles and methods, mainly psychological principles and methods, to promote positive changes in psychology and behavior" (Liu, 2021). Its main function is to help university students objectively analyze themselves when facing setbacks and pressure, relieve psychological pressure, maintain a positive and healthy employment mentality, and achieve smooth employment. According to the stress-cognition interaction theory, at the individual level, psychological interventions and personal adjustments such as adjusting self-cognition, improving psychological resilience, and adjusting career preferences can be used to improve one's understanding and attitude towards stress at the internal level, so as to achieve the purpose of alleviating employment pressure.

4.4.1.1 Increased Mental Toughness

The key elements of improving psychological resilience include: optimism, actively coping with fear, exercising moral courage, social support, role model power, physical exercise, exercising the brain, cognitive flexibility, meaning and mission. Students of Quanzhou Light Industry Vocational university need to improve their psychological resilience and improve their psychological resilience in order to actively cope with the employment pressure they face today.

4.4.1.2 Improving Employment Concepts

Therefore, measures must be implemented to improve the cognition and attitude of university students in Liaoning Province towards employment. This paper analyzes the factors that affect the employment concepts of contemporary university students from four dimensions and puts forward some corresponding suggestions. First, it is necessary to conduct a survey on the employment concepts of current university students to collect the main existing employment concepts, especially those that do not conform to the actual situation. Such as blindly pursuing higher education and over-emphasizing one's own abilities, these problems should attract the attention of relevant departments. Secondly, in order to correct these incorrect employment concepts, we need to take measures such as publicity, education and counseling to guide university students to establish the employment concept of getting a job first and then choosing a job, so as to improve their employment concepts.

4.4.1.3 Self-cognitive Regulation

Only by correctly understanding yourself can you treat others correctly, so the first step of self-regulation is cognitive regulation. First, correctly understand yourself. "Objective and comprehensive self-evaluation is the first step in self-knowledge, and it is also the key to doing anything. It is reflected in career choice, which is the process of figuring out "what I can do". Secondly, correctly understand the external employment environment. university students in Liaoning Province should not only evaluate themselves objectively and comprehensively, but also understand the current employment environment, correctly perceive the external employment situation, and have a more comprehensive understanding and grasp of the entire employment process. We must not only see the employment pressure brought to university students by the current expansion of university enrollment and the reform of the employment distribution system, but also learn to adapt to the current employment environment and enhance our ability to cope with external competition.

4.4.2 External Factors to Ease the Employment Pressure of University Students in Liaoning Province

4.4.2.1 Social Aspects

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

Firstly, implement entrepreneurship and innovation policies In order to encourage university students to innovate and start businesses, the state has put forward a series of supporting policies. First, an innovation and entrepreneurship base has been established to provide venues and financial support to help university students realize their entrepreneurial dreams. Secondly, colleges and universities are encouraged to offer entrepreneurship courses and strengthen entrepreneurship education. At the same time, entrepreneurship training and guidance services are provided to entrepreneurs to improve their success rate of entrepreneurship.

Secondly, strengthen employment training and employment guidance In order to improve the employment ability of university students, the state has strengthened employment training and employment guidance. colleges and universities will strengthen practical teaching, provide more internship and training opportunities, and help students master professional skills and practical operation capabilities. At the same time, the employment center will increase employment guidance efforts, provide students with personalized career planning and employment counseling, and help them better adapt to the employment market.

Thirdly, promote cooperation between universities and enterprises in order to narrow the gap between universities and enterprises, On the one hand, colleges and universities are encouraged to cooperate with enterprises to carry out scientific research projects, strengthen the combination of industry, academia and research, and cultivate high-level talents that meet social needs. On the other hand, guide enterprises to recruit on campus, provide more employment opportunities, and provide generous salaries and benefits to attract university students to work in enterprises.

Fourthly, strengthen government guidance and support The government plays an important role in university students' employment. In order to better guide and support university students' employment, the state has increased its support in terms of policies. First, improve the mechanism for issuing entrepreneurship support funds, provide investment and loan support, and lower the threshold for entrepreneurship. Secondly, increase policy support for small and medium-sized enterprises, encourage enterprises to recruit university students, and provide a stable employment environment.

Fifthly, open up employment positions through multiple channels In order to increase employment opportunities for university students, the state actively explores multiple employment channels. In addition to traditional recruitment websites and job fairs, the government also promotes university students to work at the grassroots level, providing more grassroots jobs and development opportunities. In addition, university students are encouraged to participate in rural teaching and volunteer services to provide them with more social practice and training opportunities.

4.4.2.2 Family Aspects

In recent years, with the development of society, the employment situation of university students has become increasingly severe. In this fiercely competitive job market, family background has gradually become an important factor affecting university students' employment. This article will explore the impact of family background on university students' employment from multiple aspects, in order to have an in-depth understanding of this issue.

First, family background directly affects university students' educational resources. During the student's schooling stage, the family's educational investment often determines whether the student can obtain good educational resources. Students with a good family background usually have strong economic strength and can provide their children with better learning conditions, such as a good learning environment, teaching staff, education and training, etc. Students from poor families may not be able to access high-quality educational resources due to family conditions, which directly leads to the academic gap between students. In the real job market, employers often prefer

graduates with a better educational background, so that they can get more opportunities in the workplace.

Secondly, family background affects the accumulation of social capital of university students. Social capital refers to the sum of social relationships and social resources a person has. Having a good family background can accumulate more social capital for university students. For example, students with good family backgrounds can often obtain more internship and job opportunities through their family connections. Their parents may have a high status and influence in certain industries or companies, and can provide more development opportunities for their children. University students from disadvantaged families have relatively more difficulty in accumulating social capital, and this gap is often further magnified in the employment process, because social capital has an important competitive advantage for job seekers.

In addition, family background will also affect university students' self-confidence and psychological quality. Students from family advantage backgrounds are usually encouraged and supported by their families during their growth, and they are more likely to develop confident and optimistic personality traits. University students from disadvantaged family backgrounds often face various pressures and difficulties, and their families may have relatively low expectations for them, which will affect their self-confidence and confidence in the future. When facing employment pressure, this difference in self-confidence and psychological quality may become an important influencing factor, thereby affecting their job hunting competitiveness.

Finally, family background will also affect university students' outlook on life and values. Family is one of a person's most important socialization environments, and often shapes a person's worldview and values to a certain extent. University students from advantaged family backgrounds are often able to receive correct guidance and education from their parents on the pursuit of success and stable work, and these values often match the employment needs of the real society. However, for university students from disadvantaged family backgrounds, the family education they receive may be different, and they are often more inclined to the pursuit of survival needs. There may be a certain gap between this value and the requirements of modern social development, which will have a certain impact on their employment.

4.4.2.3 Schools Aspects

With the development of society, the competition in the job market is becoming increasingly fierce. For university students, career planning and development have become particularly important. Therefore, schools should strengthen the guidance of students' career planning and development to help students better adapt to the future employment environment.

First, schools should establish a sound career planning and development guidance mechanism. This mechanism can include electronic platforms, mock interviews and career assessments. We can also integrate resources such as recruitment positions and job search information to provide students with more convenient and reliable information. At the same time, schools should regularly organize some career guidance activities for students. It is best to invite corporate HR or some successful entrepreneurs to share their career stories and experiences. Through these, students can better understand their career aspirations, understand the current employment market situation, and how to improve their career competitiveness.

Secondly, schools should offer more career courses, which can help students understand their career development more comprehensively and better prepare their career plans. For example, career planning courses can teach students how to make more wise career choices; career skills courses can be close to actual employment needs and provide students with more detailed career skills and experience. Reading courses should not be neglected either. By reading classic examples or professional books, they can help them understand the job market and career development more deeply.

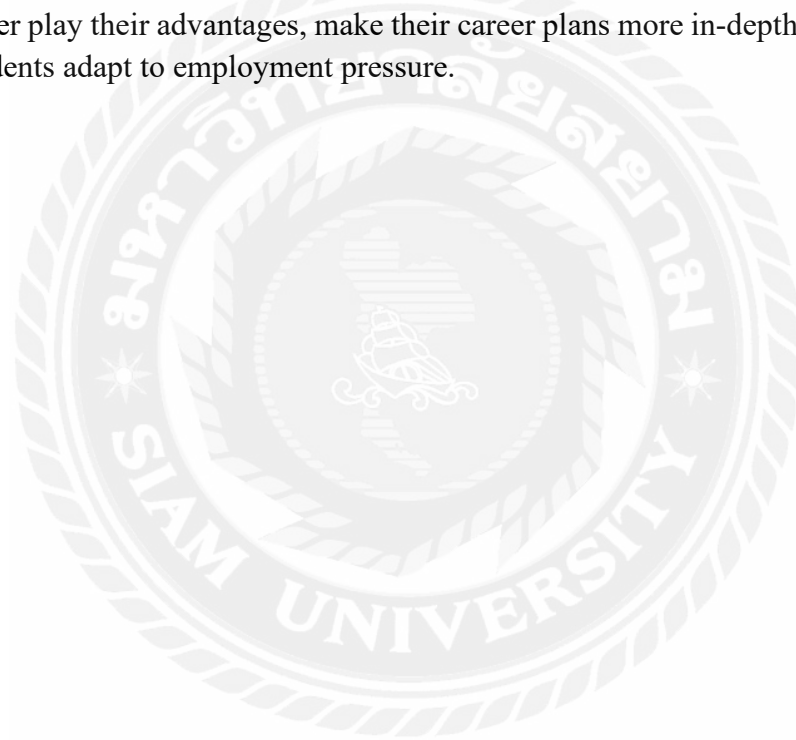
Finally, schools should strengthen follow-up services for graduates to promptly discover and solve the problems they face in employment. This means that schools should cooperate with the employment market, strengthen communication between schools and enterprises, provide students with internship opportunities and career consulting services, and promptly detect the problems faced by students during internships or employment.

4.5 Conclusion

This study used the interview method to analyze the internal and external factors that lead to the employment pressure of university students in Liaoning Province, and proposed countermeasures to alleviate the employment pressure of students. The specific results of this study are as follows:

First, the reasons for the high employment pressure of university students in Liaoning Province are both internal and external. The internal factors include: self-cognition and work experience, career choice tendency, psychological expectations of employment units and salary benefits, lack of corresponding planning awareness for future employment, weak competition awareness and crisis awareness, and inability to accept identity changes in the face of employment. External factors include the government's employment and entrepreneurship support policies and institutional mechanisms are not targeted enough, there is discrimination in the society against the employment of higher vocational students, parents have too high expectations for students' employment, the school's professional curriculum setting does not match the needs of employers, employment guidance and services are insufficient, and professional talent training is inconsistent with market supply and demand.

Secondly, countermeasures to alleviate the employment pressure of university students in Liaoning Province are proposed. Internally, it is recommended to enhance self-efficacy, improve employment concepts, and adjust self-cognition; externally, implement entrepreneurial innovation policies, strengthen employment training, promote cooperation between universities and enterprises, strengthen government guidance, encourage entrepreneurship, and eliminate employment discrimination; at the family level, provide children with good learning conditions, and it is recommended to establish employment concepts that keep pace with the times, give children enough psychological support to cope with pressure, and hope to obtain more internship and job opportunities through family connections; from the school level, help students understand their career aspirations and personal advantages. After helping university students find their career aspirations, the school can help them plan the whole process from graduation to work. After students clarify their career goals, the school should help them better play their advantages, make their career plans more in-depth, and help university students adapt to employment pressure.



Chapter 5 Conclusion and Recommendations

5.1 Conclusion

This paper analyzed the internal and external factors that affect the employment pressure of university students in Liaoning Province through a review of the stress-cognition interaction theory and related literature, and analyzes the internal and external factors that affect the employment pressure of university students in Liaoning Province through interviews, and proposed strategies to alleviate the employment pressure of university students in Liaoning Province from both internal and external aspects. At the individual level, it is recommended to improve self-cognitive regulation and employment concepts, enhance self-psychological resilience, and alleviate employment pressure; at the external level, implement entrepreneurial innovation policies, strengthen employment training, promote cooperation between universities and enterprises, strengthen government guidance, encourage entrepreneurship, eliminate employment discrimination and provide employment opportunities; at the family level, give children good learning conditions, it is recommended to establish employment concepts that keep pace with the times, give children enough psychological support to cope with pressure, and hope to obtain more internships and work opportunities through family connections; at the university level, from the university level, it is recommended to help university students understand their career aspirations and personal advantages. After helping university students find their career aspirations, the school can help them plan the whole process from graduation to work. After university students clarify their career goals, the school should help them better play their advantages and make their career plans more in-depth to help university students adapt to employment pressure.

5.2 Recommendation

5.2.1 Give Full Play to the Role of Career Planning Course

In order to give full play to the role of career planning courses in improving the employability of university students, higher education institutions need to design and implement a series of comprehensive and practical teaching activities. This includes not only teaching students basic employment skills such as job-seeking skills, resume writing and interview skills in class, but also analyzing the current employment market trends, deeply understanding all walks of life, and how to make reasonable career choices in the complex and changeable employment environment. The course should emphasize the formation of correct employment concept, guide students to observe the employment situation scientifically, teach students how to screen suitable jobs according to their own interests, abilities and career development trends, and set employment goals and expectations reasonably.

In addition, the successful implementation of career planning courses needs strong teacher support. colleges and universities should strengthen the construction of career planning teachers, and improve the professional consultation and service ability of teachers and employment consultants by training and introducing professional talents. Teachers and employment consultants should keep close contact with the school employment office, and regularly update employment information and market trends, so as to grasp employment trends more accurately and provide students with more accurate and practical employment guidance and career suggestions. In this way, career planning courses can be closer to students' actual needs, help students objectively understand work pressure and take active countermeasures, so as to position themselves more confidently in the job market and achieve their personal career goals.

5.2.2 Pay Attention to the Whole Employment Process of University Students

Strengthen the process of employment guidance for university students. Establish a correct outlook on life, strengthen career development planning from freshman year, and let university students have a certain understanding of future work. Starting from sophomore year, starting from professional orientation, we should pay attention to cultivating students' professional ability, enhancing their understanding of majors, and understanding the necessary abilities corresponding to their majors, so as to prepare for employment. In junior year, career guidance courses are offered to guide university students to explore their own personality traits, choose suitable jobs and create a clear career development path. At the same time, it helps students enrich their resumes, interviews and other important job-seeking skills, and guides university students to choose careers according to their majors. In this critical period, we will recommend students through personal employment consultation to help them find suitable jobs. For students who want to take the postgraduate entrance examination with firm goals, the school should establish a platform for them, carry out activities such as investigation and counseling, experience exchange, etc., to help them reasonably determine the target institutions for the postgraduate entrance examination and improve the success rate. For some students who have not spent their energy preparing for the exam and are not determined to take the postgraduate entrance examination, we need to do a good job in student work, provide suitable internship opportunities, help them adjust their mentality, and position themselves as soon as possible to prepare for job hunting.

5.2.3 Provide Employment Guidance Services for university Students

In order to effectively provide employment guidance services for university students, colleges and universities must take more active and innovative measures to adapt to the characteristics of post-95 and post-00 students as digital native generations. This generation of students is extremely convenient in obtaining network information, but when faced with massive recruitment information, they often lack the necessary judgment and choice ability, which not only affects their career decisions, but also may make them lose their way in the job market. Therefore, the core of employment guidance service in colleges and universities should be to help students establish correct

career concepts, improve their ability of information screening and evaluation, and guide them to make more rational career choices in line with their own development.

Colleges and universities should make use of their own resource advantages, establish and improve enterprise databases, and collect and provide high-quality employment information. This includes not only the basic information of the enterprise, but also the industry prospects, job requirements, salary, working environment, employee benefits and other dimensions, as well as the work experience and evaluation of alumni in the enterprise. In this way, students can have a more comprehensive and in-depth understanding of recruitment enterprises and avoid misjudgment of employment caused by information asymmetry.

At the same time, colleges and universities should regularly hold career planning lectures, employment guidance workshops, simulated interviews, career planning consultation and other activities through employment guidance centers or relevant departments, aiming at improving students' career cognitive ability and employment competitiveness. Especially for those students with weak information screening ability and immature cognition of career goals and social impacts, colleges and universities should provide one-to-one career counseling services to help them define their career orientation and formulate employment plans in line with their personal characteristics and career development trends.

5.2.4 Set up Multidisciplinary Employment Training Courses

It is one of the effective strategies to set up multidisciplinary employment training courses in higher education institutions to cope with the employment pressure of university students and improve their employment competitiveness. This curriculum is designed to integrate knowledge and skills from different disciplines to help students develop the comprehensive competencies needed in today's volatile job market. Through interdisciplinary learning and practice, students can not only deepen their understanding of their own professional fields, but also learn knowledge and skills in other fields, such as business management, information technology, artificial intelligence, etc., so as to improve their market competitiveness and employment adaptability.

The multidisciplinary employment training curriculum should also include career planning guidance, job search skills training, and mental health education. Career planning guidance can help students clearly understand their career interests, values and career goals, and formulate a reasonable career development plan. Job search skills training, such as resume writing, interview skills, workplace communication, etc, can improve students' job search efficiency and success rate. Mental health education aims to help students develop a positive mindset and learn effective coping strategies in the face of employment pressures and challenges.

5.2.5 Deepen School-Enterprise Cooperation and Expand Employment Channels

In implementing these courses, universities can adopt flexible and diverse teaching methods, such as case studies, project-driven, practical internships, and lectures by industry experts, to enable students to learn and apply what they have learned in an authentic or near-real work environment. This interactive and hands-on learning method not only increases students' interest in learning, but also helps them better understand the course content and enhance their ability to solve practical problems.

Finally, higher education institutions should work closely with enterprises, industry organizations, and career development services to jointly develop and optimize these multidisciplinary and interdisciplinary employment training programs. Through this collaboration, it is possible to ensure that the course content is timely and practical, while providing students with more internship opportunities and employment information, so as to more effectively promote students' employment success.

5.2.6 Improve the Comprehensive Quality of university Students

The findings of this study emphasize the significant influence of students' experience, internship experience and personal qualities on university students' perceived work stress. Compared with other students, university students with rich experience and high ability can effectively manage and reduce the pressure encountered in the process of employment. Therefore, higher education institutions should pay more attention to improving students' comprehensive ability and quality in the process of training students. This includes not only the cultivation of professional skills, but also the improvement of non-technical abilities such as management training, management concept, organization and coordination ability. These abilities are very important for students' future career, including communication and expression ability, pressure resistance ability, etc., which are important guarantees for students' successful employment and career development.

In order to achieve this goal, colleges and universities should encourage students to actively participate in various extracurricular activities, such as student class management, community organization, etc., and provide students with the opportunity to hold leadership positions through these platforms, so as to hone their organization and coordination ability and team cooperation ability. At the same time, through organizing field training activities, students can apply theoretical knowledge to practice, which can not only deepen students' understanding of professional knowledge, but also enhance their ability to solve practical problems.

In addition, colleges and universities should encourage students to take advantage of their holidays to participate in social practice activities, such as enterprise internship and volunteer service, which can not only help students integrate into society in advance, but also effectively improve their practical skills and professional quality. Through this

education model, students can accumulate valuable experience on and off campus, cultivate high-quality talents to meet the needs of social development, and thus face the challenges of the job market more leisurely and effectively cope with work pressure.

5.2.7 Linking Parents and Professional Teachers

In order to guide university students to form mature employment ideas and clear career development goals more effectively, colleges and universities must play their role as a link between home and school, and actively build a communication bridge among parents, students and teachers. In this process, colleges and universities should organize parents' meetings and employment guidance lectures regularly. Through these platforms, parents can more intuitively understand the current employment market situation, employment policies and employment guidance services of colleges and universities. At the same time, colleges and universities should encourage parents to communicate with students in an open and substantive way, help students understand parents' expectations, and combine them with personal career planning to make more rational employment decisions. In addition, professional teachers, as important guides of students' career development, not only have rich professional knowledge and industry resources, but also provide professional career planning and employment guidance. Therefore, colleges and universities should strengthen cooperation with professional teachers, hold regular career planning workshops and internship opportunity exchange meetings, make full use of teachers' professional advantages, and provide students with more comprehensive and practical employment support services.

5.2.8 Deepen School-Enterprise Cooperation and Broaden Employment Channels

In deepening school-enterprise cooperation, colleges and universities need to take the initiative to establish closer and multi-level cooperative relations with enterprises. By signing a school-enterprise cooperation agreement, we can jointly develop internship training programs and provide students with diversified internship opportunities. At the same time, colleges and universities can build a platform for school-enterprise cooperation, and regularly invite enterprise representatives to give special lectures and enterprise presentations, so as to enhance students' understanding of corporate culture and industry development trends. On the other hand, colleges and universities should actively explore new modes of cooperation with enterprises, such as setting up enterprise scholarships and organizing students to participate in enterprise project research, which can not only stimulate students' interest in learning, but also expose students to the actual working environment in advance and enhance their professional quality and practical working ability. Through these measures, we can not only provide students with broader employment channels, but also promote the interaction between students and enterprises, and lay a solid foundation for students' rapid adaptation and growth after employment.

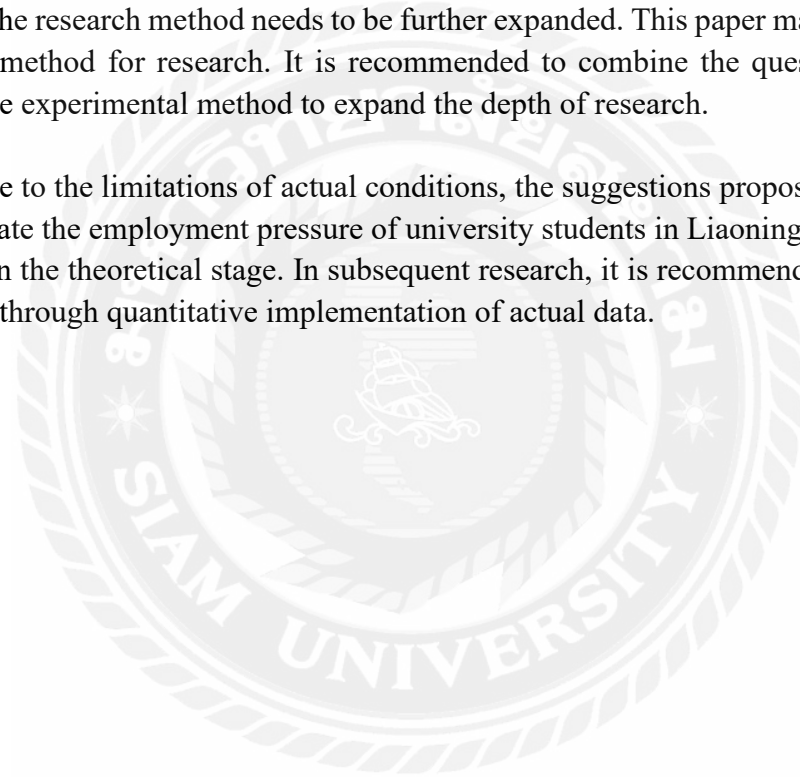
5.3 Recommendations For Future Research

At present, there are relatively few studies on the factors affecting the employment pressure of university students in my country. This paper studies the factors affecting the employment pressure of university students in Liaoning Province and the countermeasures made, which can provide some references for future researchers to study the employment pressure of university students. Due to the influence and limitations of some factors, this study needs to be further improved, and the following suggestions are made to subsequent researchers:

First, it is recommended to select more representative groups for subsequent research.

Second, the research method needs to be further expanded. This paper mainly uses the interview method for research. It is recommended to combine the questionnaire method and the experimental method to expand the depth of research.

Third, due to the limitations of actual conditions, the suggestions proposed in this study to alleviate the employment pressure of university students in Liaoning Province remain more in the theoretical stage. In subsequent research, it is recommended to test the feasibility through quantitative implementation of actual data.



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Appendix

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| Factors affecting Employment pressure | title |
| Internal factor | |
| Employment Expectation | 1. What kind of professional future would you like to have? |
| | 3. Do you want to stay in big cities or economically developed areas for employment? |
| | 3. What is your desired level of salary package? |
| | 4. What is your desired job position? |
| | 5. Are you worried about finding a job you don't like and not being motivated at work for long? |
| | 6. Are you concerned about the low economic treatment of your job and the small salary? |
| | 7. Are you worried that the work is difficult and you are not up to the task? |
| | 8. What do you think is the biggest difficulty in employment? |
| | 9. Are you clear about what kind of career suits you? |
| | 10. Do you feel that your major is not popular and it is difficult to find a job? |
| | 11. Do you want to work in a prestigious and effective organization? |
| | 12. Do you find that you have no talent and lack of competitiveness? |
| | 14. Do you believe that the number of graduates is large and competitive? |
| | 14. Do you consider yourself to be under employment pressure? |
| | 15. What do you think is the market supply and demand for your field of study? |
| | 16. Are you optimistic about the job prospects in your field of study? |
| 17. In which positions do you think your specialty is suitable for | |

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| | employment? |
| | 18. Do you think that the current employment environment for university students is unsatisfactory and that the supply of your field of study exceeds the demand? |
| | 19. Are you optimistic about the job prospects in your field of study? |
| School Factors | 27. Is your school not famous enough? |
| | 28. Does your school provide enough support for employment? |
| | 29. Are the majors in your school reasonable? |
| | 30. Is the education quality of your school feasible? |
| | 31. Does your school provide help in employment? |
| | 32. Is your school not famous enough? |
| External factors | title |
| Family Factors | 33. Is your family in financial difficulty? |
| | 27. Does your family help you with your job? |
| | 28. Do your parents support your job? |
| | 29. Do you and your parents disagree on choosing a job? |
| | 30. Will your parents find a good job for you? |
| Social Factors | 31. Are you being lied to in a job search? |
| | 32. Have you been rejected many times in your job search? |
| | 33. Are you nervous and not doing well in the interview? |
| | 34. Are you being given a hard time by the interviewer? |
| | 35. Do you get nervous just thinking about a job interview? |
| Factors affecting Employment pressure | title |
| Internal factor | |

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|----------------------------|---|
| Employment Expectation | 1. What kind of professional future would you like to have? |
| | 4. Do you want to stay in big cities or economically developed areas for employment? |
| | 3. What is your desired level of salary package? |
| | 4. What is your desired job position? |
| | 5. Are you worried about finding a job you don't like and not being motivated at work for long? |
| | 6. Are you concerned about the low economic treatment of your job and the small salary? |
| | 7. Are you worried that the work is difficult and you are not up to the task? |
| | 8. What do you think is the biggest difficulty in employment? |
| Self-conditioned cognition | 9. Are you clear about what kind of career suits you? |
| | 10. Do you feel that your major is not popular and it is difficult to find a job? |
| | 11. Do you want to work in a prestigious and effective organization? |
| | 12. Do you find that you have no talent and lack of competitiveness? |
| | 13. Do you believe that the number of graduates is large and competitive? |
| | 14. Do you consider yourself to be under employment pressure? |
| Job Experience | 15. Are you being lied to in a job search? |
| | 16. Have you been rejected many times in your job search? |
| | 17. Are you nervous and not doing well in the interview? |
| | 18. Are you being given a hard time by the interviewer? |
| | 19. Do you get nervous just thinking about a job interview? |
| | 20. Have you received no response after sending your resume? |
| External factors | title |
| | 21. Did your classmates around you find jobs before you did? |
| | 22. Are you worried about educational discrimination by employers? |

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| Employment competition | 23. Are you concerned that you are poorly adapted to a new work environment? |
| | 24. What do you think is the market supply and demand for your field of study? |
| | 25. Are you optimistic about the job prospects in your field of study? |
| Lack of job search help | 26. What social connections do you think would help you in your job search? |
| | 27. Is your employment destination in line with your parents' views? |
| | 28. Do you ever have a job search where you don't know whether you should choose a specialty or an interest? |
| | 29. Do you feel that there is a serious lack of information on employment? |
| | 30. What support did your family provide during your job search? |
| contradiction between supply and demand of majors | 31. What do you think is the market supply and demand for your field of study? |
| | 32. Are you optimistic about the job prospects in your field of study? |
| | 33. Are you optimistic about the job prospects in your field of study? |
| | 34. In which positions do you think your specialty is suitable for employment? |
| | 35. Do you think that the current employment environment for university students is unsatisfactory and that the supply of your field of study exceeds the demand? |