

# Research on the Employment Situation, Bottleneck and Countermeasures of Graduates with Employment Difficulties in Higher Vocational Colleges

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**Abstract:** In order to effectively improve the employment quality of higher vocational graduates, ensure "employability" and ensure "good employment", this paper investigates the internal and external causes of graduates with employment difficulties in higher vocational colleges, establishes an alliance of "six mentors", creates a path of "one promotion and two constructions, one opening and two help", and constructs a continuous and gradual three-stage assistant ecology of "school study stage-employment transition stage-formal employment adaptation stage" to help higher vocational students obtain high-end employment. Practice shows that the employment work with teacher occupation as the main line has well built a bridge between schools and enterprises, improved students' employment competitiveness, broadened the channels of employment and entrepreneurship, and effectively solved the problems of "slow employment", "slow employment" and even "no employment" of higher vocational graduates.

**Keywords:** Higher Vocational Employment; Employment Difficulties; "Six Mentors" Alliance; The Path Of "One Mention and Two Constructions, One Opening and Two Gangs"; Employment Helps Ecology

## 1. Introduction

At present, although colleges and universities all over the country have launched a series of measures according to local conditions to provide diversified, warm-hearted and intimate employment assistance services for graduates, they still face difficulties in self-cognition, school employment security system and social demand recognition.

### 1.1 Vocational Graduates Self-positioning is

### not Clear, Negative Employment

Under the current employment difficulties, higher vocational graduates also have great problems themselves. Some graduates rely heavily on their parents' social relations, hoping to get a satisfactory job, and some students lack clear career planning and goals, and lack enthusiasm in finding a job, while others only pay attention to textbook knowledge and have poor practical ability, which makes it difficult for graduates to adapt to the requirements of new jobs when they enter the enterprise.

### 1.2 Vocational College Employment Guidance is Inadequate and the Employment Mechanism is Not Perfect

In addition to the current situation that students' own problems make it difficult to find jobs, in terms of employment guidance, some vocational colleges also have some problems, such as offering more popular majors and offering few humanities guidance courses. Among them, the courses of "College Students' Career Planning" and "College Students' Employment Guidance" are generally not accepted by students, and their attention is not high. They also interpret the course content and objectives incorrectly, and they are not clear about the significance of the courses they have studied, which leads to the failure to make a reasonable life and career plan [1,2]. In terms of self-employment, college students have strong independent thoughts and great enthusiasm for their own careers, but most of them are limited by some reasons. In terms of employment security, there are often disputes between employers and graduates, such as many companies extending the probation period without consent when selecting graduates to sign employment agreements, and occupying unpaid labor of graduates. Under the bad

influence of the big environment, when they first enter the workplace and can't fully adapt to the company's position in time, higher vocational graduates are the first group to be "hurt" and will become the target of immediate layoffs.

### **1.3 Social Demand and Recognition of Higher Vocational Graduates Need to be Improved**

With the popularization of higher education, the number of college graduates increases sharply every year, and the scale of local and returned college graduates is increasing year by year, which makes the society competitive. In terms of ability, compared with undergraduate schools and returnees, higher vocational graduates' adaptability, core competitiveness, anti-pressure ability and independent problem-solving ability need to be improved, and enterprises are more inclined to and favor high-ability talents; In terms of academic qualifications, resumes were screened in the initial stage of employment and missed the interview [3]. Due to academic qualifications, there is limited room for improvement, and the phenomenon of job-hopping is obvious. A large part of them is engaged in service jobs, which has strong substitutability, which determines the difficulty of stable employment to a certain extent.

## **2. Analysis on the Matching Degree of Employment Ability of Higher Vocational College Graduates**

### **2.1 Social Requirements for the Employability of Higher Vocational Graduates**

According to the survey of the enterprises that input graduates in recent 10 years, the social requirements for the employability of higher vocational graduates mainly include six aspects: sense of responsibility and dedication, hard work and social practice.

Firstly, a sense of responsibility and dedication. The basic requirement is to have a strong sense of responsibility and dedication. Graduates of higher vocational colleges must have a strong sense of responsibility and dedication, to adapt to the transfer from graduates to employees of enterprises [4]. When recruiting talents, most enterprises put forward the first condition of loving their posts and being dedicated, and

regard this spirit as the most important talent quality condition. Every enterprise hopes that its employees can love their work and do their duty. Similarly, enterprises have the same hope for graduates who enter the enterprise through recruitment. Enterprises mainly favor employees with sense of responsibility and professionalism. Many enterprises are willing to provide jobs for higher vocational graduates. If graduates can learn with an open mind, be willing to work hard and love their jobs, enterprises will accept them.

Secondly, the quality of hard work. University education has changed. From elite education to popular education, college students need to take a correct attitude and take their jobs seriously. Hardworking is the fundamental thing [5]. Nowadays, not afraid of hardship has become the most lacking quality of higher vocational graduates. No matter whether the graduates of higher vocational colleges come from rural areas or cities, the improvement of people's material living standards makes the characteristics of hard-working less and less reflected in higher vocational graduates, and the pressure of employment is far greater than that on campus, so the spirit of not being afraid of hardship is more and more important.

Thirdly, professional ability. The most important thing is the strong professional ability of graduates. As the premise of enterprise work, professional technology has become the key for most enterprises to consider talents. Excellent professional skills, solid foundation and strong practical ability [6]. As an employer, the recruiter will first consider whether the candidate meets the relevant requirements in the job description. Due to the general lack of practical experience of fresh graduates, their professional skills and literacy can not be reflected. Therefore, the requirements for their professional quality are relatively high when recruiting, and whether their professional achievements are excellent or not and their foundation is solid are the first factors to be considered.

Fourthly, teamwork ability. Enterprises also regard teamwork ability as an important condition when applying for jobs. Enterprises understand that teamwork can make the team produce higher value, so in the talent evaluation standard, enterprises attach great importance to teamwork and cooperation consciousness. For example, whether

graduates can respect others in cooperation, communicate well with others and actively maintain the cooperative relationship of the team are all factors to consider graduates' sense of teamwork.

Fifthly, the sense of innovation. Scientific and technological progress and the development of the times. The state strongly encourages the innovation of the whole people. As the main force and vanguard of the country, higher vocational graduates should adapt to the development of the times and contribute to the progress of society. Similarly, the development and progress of enterprises also depend on innovation. A graduate with poor innovation ability and unwilling to take the initiative to learn is difficult to be accepted by enterprises. Sixthly, social practical experience. Social practice includes on-campus practice and off-campus practice. For example, in the student union, association, as some management work; Or things that managers exercise themselves outside school, such as volunteering in non-profit organizations, or participating in business activities. These can reflect whether the student has contact with team management and carried out special matters, so as to judge their preliminary understanding of organizational ability, coordination ability, communication ability and even leadership ability.

## 2.2 Comparative Analysis of the Actual Demand and the Employability of Higher Vocational Graduates

The comparison between the actual demand and the employability of higher vocational graduates is shown in Table 1.

Firstly, in terms of professional skills, higher vocational graduates have obvious advantages. Higher vocational students generally have large-scale training venues with advanced equipment and off-campus training bases; The school will also regularly organize students to go to the front line for long-term on-site practical internships and participate in relevant vocational qualification examinations. This makes students have received a lot of vocational skills training before taking up their jobs, and obtained relevant vocational qualification certificates during their school days, which have become a powerful advantage in the employment competition of higher vocational graduates.

**Table 1. Comparison Between the Actual Demand and the Employability of Higher Vocational Graduates**

Employment ability demand	real need	Employment ability of higher vocational graduates
Professional competence	important	important
learning ability	important	important
Method ability	common	common
Occupational cognitive ability	common	common
Practical ability	common	important
Innovation capacity	important	important
Team cooperation ability	important	common
Sense of responsibility and enterprising spirit	important	common
bear hardships and stand hard work	important	common
social practice	common	common

Secondly, students in higher vocational colleges generally have a lower foundation of cultural courses than college students. In addition, higher vocational colleges do not have high requirements for students' English and computer level, which makes higher vocational graduates unable to provide English and computer level certificates or certificates significantly lower than college graduates, making this aspect at a disadvantage.

Thirdly, most vocational college graduates have low positioning and requirements for themselves, and think that they are technical talents, as long as they know technology and can operate. Generally, they lack scientific planning for their career, are content with the status quo, cannot set lofty goals for their career, and lack enterprising spirit and work motivation. Such graduates often have no outstanding performance in their jobs, and it is difficult to give full play to their bright spots, and often lack strong competitiveness in the subsequent stages of their career.

Fourthly, the overall level of vocational adaptability of higher vocational graduates is not high, and there are many problems. Of course, these problems belong to the psychological problems existing in the process

of students' growth, as well as other problems brought by schools and society. The overall employment difficulties of the society, the disconnection between the training of school talents and the needs of employers, the relatively backward formation of graduates' sense of choosing jobs, and the unaccustomed career planning.

### **3. Higher Vocational Employment Difficulties Graduates to Help Practice-H Vocational College as an Example**

Students are the main body of employment, and improving students' internal job-hunting competitiveness is the source of promoting students' high-end employment, and it is necessary to strike hard while the iron is hot; Necessary and appropriate external forces play the role of guidance and assistance, giving timely assistance and icing on the cake, so "internal and external joint efforts" can better complete the employment work. H Vocational College takes teacher occupation as the main line, and explores effective working paths to promote students' smooth employment and even high-end employment.

#### **3.1 Create a "Six Mentors" Alliance for Employment Assistance**

Teacher occupation groups jointly guide students to do a good job in career planning and employment guidance, which is more powerful and effective. Construct teacher occupation's "Six Alliances", form teacher occupation Group, and comprehensively guide students in all directions.

Firstly, teachers with the same or similar majors form teacher occupation Group. What factors will affect your employment by conducting a survey of the students who have graduated in 2020? Questionnaire survey. The survey results show that: "professional knowledge and skills" are the most helpful to employment, accounting for 28.11%; Followed by "interpersonal relationship", accounting for 20.47%. This shows that improving students' "professional knowledge and skills" is the first priority to promote employment. Setting up a group of tutors from teacher occupation with the same or similar majors, with solid professional skills and rich practical experience, can better help students improve their professional and technical skills. Secondly, teacher occupation and the class

counselor alliance. A highly integrated management system led by counselors and supplemented by teacher occupation is adopted, and students are jointly managed by both parties. We discussed and decided on the selection and evaluation of class cadres, and both sides actively participated in student activities and urged students to learn, covering all aspects.

Thirdly, establish a library of alumni career tutors, and establish alliances with alumni with teacher occupation as the leading factor. As a group with intensive knowledge, rich information and mature social experience, graduates are potential resources. With its unique resource value, alumni resources are playing an increasingly important role in the process of college students' employment. Alumni teacher occupation works online and offline at the same time. On the one hand, through pairing, an "alumni-student" one-to-many assistance model is established, so that alumni and school can become online friends, which is convenient for students to consult alumni and alumni to understand students, and is not limited by time and place; On the other hand, students can seek guidance and help by making an appointment for "student-alumni" one-on-one offline consultation. Teacher occupation and the Alumni Union will jointly make suggestions for graduates' employment and improve the quality of graduates' employment.

Fourthly, teacher occupation has established an alliance with graduates of this major. Select graduates of different professional types who have graduated from this major and have a good development to assist teacher occupation, join the students in the major, and assist teacher occupation's work. Teacher occupation, a graduate of this major, as a senior and elder sister of the students in school, has a strong and targeted all-round guidance for the graduates with his personal experience of employment and entrepreneurship, college promotion and joining the army, so as to avoid the "detours" that college students have taken.

Fifthly, under the guidance of teacher occupation, the tutor alliance led by teacher occupation and supplemented by quality tutors put forward constructive suggestions on how to improve the comprehensive quality and psychological quality of students in school. Quality tutors mainly help students to improve

their comprehensive quality and ability, and conduct special training on matters of concern to employment units in order to improve the employment success rate.

Sixthly, a mentor alliance led by teacher occupation and supplemented by ideological mentors. Ideological tutors mainly help students overcome the problems of excessive tension, employment fear and lack of self-confidence.

Employment helps the "Six Mentors" alliance to form teacher occupation Group, pool high-quality resources, intensify employment promotion, improve students' professional skills and comprehensive quality in many ways, enhance their core competitiveness, expand employment units and jobs, and help students find jobs.

### **3.2 Create the Path of "One Promotion and Two Constructions, One Opening and Two Gangs"**

The student team selected five representative professional students (involving 649 students of Grade 20 and Grade 21) for employment investigation and tracking. Interview students' employment psychology, employment resistance and employment intention from three aspects: students, schools and enterprises; Find out the problems existing in the school double election meeting, employment work arrangement and employment assistance; Investigate the labor demand, job demand and employee quality requirements of enterprises. In recent years, the school has reformed the talent training program, planned and implemented the road map for students' career guidance, enriched and improved the "teacher occupation" system, and adopted the specific work path of "one proposal and two constructions, one opening and two help", aiming at vigorously promoting students' high-end employment and better playing the role of "bridge" between students and enterprises.

"One Mention and Two Constructions" refers to improving teacher occupation's employment guidance ability, establishing teacher occupation's "Six Alliances" and building teacher occupation's evaluation and feedback mechanism. "One Opening and Two Helping Groups" refers to strengthening the cooperation between schools and enterprises, opening the job market, increasing the fields and posts of employment, implementing

classified management of students' employment, helping people with special employment difficulties, and providing accurate assistance.

#### **3.2.1 Improve the ability of employment guidance in teacher occupation**

Based on the direction of graduates' employment, this paper investigates and analyzes the current situation of teacher occupation's employment guidance ability. teacher occupation has both strengths and weaknesses in employment guidance. The strengths are mainly reflected in the strong guidance ability in professional fields, while the weaknesses are mainly reflected in employment other than professional fields, such as college students' joining the army, upgrading to undergraduate colleges, and college students' starting businesses. To avoid the situation of "asking three questions and not knowing" in employment guidance, teacher occupation should participate in corresponding training and achieve three "enhancements".

Firstly, strengthen the business guidance and training for college students to join the army in teacher occupation, including: the study of regulations for college students to join the army, the procedures for college students to join the army, the significance and salary of college students to join the army, etc.

Secondly, teacher occupation should strengthen the training of college students' innovative and entrepreneurial business guidance ability. Some teacher occupation lacks the concept and practice of innovative and entrepreneurial, even when college students start their own businesses, there is no student major, and the actual guiding role of innovative and entrepreneurial exists in name only. teacher occupation should comprehensively and deeply understand the concept, basic knowledge and core elements of innovative and entrepreneurial.

Thirdly, to strengthen teacher occupation's professional guidance ability for higher vocational college students, we should mainly master the registration conditions, examination time, examination subjects, difficulty, schools to apply for, admission scores and so on. Organize teacher occupation to participate in various trainings in a targeted way, to comprehensively enhance teacher occupation's comprehensive ability in career planning and employment guidance for students.

### 3.2.2 Construction of teacher occupation "Six Alliances" and teacher occupation evaluation and feedback mechanism

The main body of employment in higher vocational colleges is college students, especially fresh graduates. It is necessary to take teacher occupation as the main line, take students' actual needs as the guide, strengthen teacher occupation's business guidance ability, establish and improve the teacher occupation group system, establish and improve the "six-tutor" alliance system, dig deep into the integration of alumni resources and professional graduates resources, and help graduates to find jobs smoothly or even in high-end through various efforts and concerted efforts. Establish teacher occupation system evaluation and feedback mechanism, on the one hand, urge teacher occupation to actively complete employment guidance; On the other hand, the feedback treatment of the problems existing in vocational guidance forms a virtuous circle and forms "positive feedback". On this basis, the analysis is made, and the employment assistance measures are constantly adjusted and improved, so as to provide more targeted guidance and help for students with unclear career direction, low employment enthusiasm and slow progress in job hunting.

### 3.2.3 Develop the employment market and deepen the integration of production and education

Affected by the big environment, the national and even global economy is weak, and the overall jobs provided by enterprises are declining instead of increasing, which makes the already huge employment gap worse after the expansion of enrollment. It is an important way to solve this dilemma by using teacher occupation Group to open up the employment market, facing the vast number of small and medium-sized enterprises, contacting the Provincial Federation of Industry and Commerce and the Provincial Association of Small and Medium-sized Enterprises, relying on industry associations, opening up employment channels and increasing suitable jobs.

### 3.2.4 Collective assistance and classified management

Before employment, teacher occupation Group helps students make career plans. After investigation, students' employment can be

roughly divided into six categories: the first examination, including national examination, provincial examination, three supports and one support, Selected Graduates, recruitment of institutions, university student village officials, etc. The second entrance to higher education mainly includes the junior college and the junior college. The junior college is an undergraduate course that is read during the study period, and the junior college is to continue studying for the undergraduate course after graduation from junior college. Third, joining the army mainly refers to conscripts; Fourth, professional employment mainly refers to employment in the industry; Fifth, other jobs mainly refer to professional-related jobs or non-related jobs; Sixth, starting a business.

According to students' career planning, we should carry out classified management and establish different types of WeChat group and QQ group. teacher occupation group can help students achieve the "four early": early preparation, early start, early deployment and early intervention, and provide targeted guidance to improve students' chances of successful employment and realizing their dreams.

### 3.2.5 Accurate assistance and attention to individuals

Pay attention to individuals with special employment difficulties, ensure that no one can be left behind, and be "half-hearted", that is, employment guidance should be "attentive", employment service should be "warm-hearted", employment tracking should be "intimate" and "pay attention" to students with employment difficulties, accurately help students with employment difficulties, analyze the reasons for employment difficulties, and adopt classified assistance measures to promote students' employment. "Pay attention to" employment risks. Employment work is dynamic, and there are situations such as changing companies, changing employment directions, and starting temporary businesses, to keep abreast of students' employment and entrepreneurship trends [7]. At the same time, it is also necessary to prevent students from re-choosing employment and take countermeasures in advance. It is a key factor to improve the employment rate and quality of special individuals.

## 3.3 "School Study Stage-employment

### **Transition Stage-formal Employment Adaptation Stage" Continuous and Gradual Three-stage Assistance**

To promote the long-term employment mechanism led by teacher occupation is to help college students establish a correct world outlook, outlook on life and values in a continuous and gradual way for three years, and to enhance their ability to adapt to economic construction and social development [8]. Improve students' quality in an all-round way and provide various services for their smooth employment; Help and guide students to choose the occupation that can give full play to their talents according to their own characteristics and the needs of social occupations, and combine with their jobs comprehensively, quickly and effectively to realize their life value and social value.

#### **3.3.1 Employment guidance in school study stage**

Firstly, scientifically set up the first classroom. According to the law of college students' growth and career development, we should change the talent training plan and set up the first classroom scientifically. Teacher occupation entered the class from freshman, and gave a good "first lesson", explaining in detail the industry trends, employment prospects, promotion channel space, salary and treatment, etc. Sophomore, edify industry culture, strengthen students' intention to engage in this major ideologically, guide students to learn professional knowledge well, lay a solid professional foundation, enhance students' core competitiveness, advocate and motivate students to do a good job in career planning, career development and career planning, and examine their own implementation in the implementation process [9]. If they find that this career planning is inappropriate, they should be guided to adjust their career planning in time and form feedback control; In his junior year, teacher occupation focused on the double-election meeting and job fair for graduates, and gave guidance on internship and graduation to ensure that students can successfully find jobs and start businesses.

Secondly, enrich and improve the second classroom. The second class is mainly conducted after class, which mainly cultivates students' comprehensive abilities such as professionalism, honesty and social

adaptability. The form of vocational guidance adopts the combination of the first class and the second class [10]. The good development of the second classroom can effectively improve students' comprehensive quality, is an important measure to implement the "three-round education" in higher vocational colleges, and is an effective way to strengthen ideological education of higher vocational students, vigorously promote the all-round development of higher vocational students' morality, intelligence, physique and beauty, and greatly improve their employment competitiveness.

Thirdly, establish the second classroom incentive and guarantee mechanism. The second class is an important supplement to the first class and an important way to improve students' comprehensive ability. However, the second class will consume a lot of time and energy from teacher occupation, quality tutors and ideological tutors. In order to ensure sustainable development, it is necessary to establish an incentive and guarantee mechanism for the second class from the school level to fully mobilize the enthusiasm and enthusiasm of the tutors.

#### **3.3.2 Employment guidance in the transitional stage of employment**

Strengthen the psychological and ideological training of graduates in job hunting and job hunting in graduation season. Teach students to measure and evaluate their own advantages and disadvantages correctly and know themselves objectively. Examine your own characteristics, including hobbies, professional skills, physical condition, personality characteristics, psychological quality, etc. Determine the direction of career development and make the first and second records. Instruct them to pay attention to the interview process, learn interview skills, pay attention to etiquette, and how to write a resume.

#### **3.3.3 Employment guidance at the stage of formal employment adaptation**

Teacher occupation's guidance on students' jobs is the final link of employment. It is the first time that students step into the society and go to work from school, and it is inevitable that they will be uncomfortable. Whether they can be competent for the job smoothly depends on the students' actual work experience and the satisfaction of the enterprise. Close contact with students,

carefully understand the internship status of students through the internship system, assist students to complete the adaptation and transformation of roles as soon as possible, guide students to actively cultivate new ideas and adjust the pace of life, and recognize their own weaknesses and overcome them. Visit enterprises and solve the problems they encounter in time, so that they can smoothly transition from non-adaptation period to adaptation period, constantly learn and improve themselves, and be in an invincible position in the competition.

#### 4. Conclusion

In the school employment report from 2022 to 2023 (data from third-party institutions), the school employment rate reached 98.2%, and the students' employment satisfaction was close to 97%. Peng Mou, a graduate, was awarded the National Model Worker, Zhu Mou was awarded the "Star of Self-improvement of College Students in China", Gan Mou was awarded the "Young People who are Kind and Good at the Provincial Level", Li Mou and others were awarded the "Star of Self-improvement of College Students at the Provincial Level", Min Mou and others were awarded the "Yangtze River Students at the Provincial Level", Liu Mou and others were awarded the "Technical Experts at the Provincial Level", and a group of students such as Liu Mou became the technical backbone of SMEs.

Through the employment guidance practice of "one promotion and two constructions, one opening and two help", students' professional quality, skill level and innovation ability have been significantly improved, and fruitful results have been achieved, and their employment competitiveness has been greatly improved. According to the statistics of the school, students have authorized 324 patents, and teacher occupation has guided students to win more than 60 national vocational skills competitions. There are more than 150 competitions at or above the provincial and ministerial levels, covering more than 3,000 people, which is at the forefront of the province. Official website, Zhongxin. com and other media have reported 66 stories about teacher occupation's employment assistance. The employment work with teacher occupation as the main line has well built a

bridge between schools and enterprises, improved students' employment competitiveness, broadened employment and entrepreneurship channels, and effectively solved the problems of "slow employment", "slow employment" and even "no employment" of higher vocational graduates.

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