

# Analysis of the Choice of Technical School Students After Graduation

-- A Case Study of Sichuan City Technician College in China

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**Abstract:** Technical education is an integral part of China's vocational education. For a long time, technical schools, technician colleges and other technical colleges have cultivated many skilled talents for China. The current development of China's economy requires further transformation and upgrading. On the one hand, continuous advancement of science and technology is needed to drive the upgrading of the skills industry. This requires a large number of professional and technical talents. On the other hand, with the continuous increase in the number of employed people in society, the expansion of enrollment in colleges and universities, and the rise of higher vocational colleges. Competition for employment among graduates from various institutions is also becoming increasingly fierce. This has also made the employment issue of technical school students gradually become one of the hot issues that has attracted social attention. Technical schools are the main form of technical education. Its sustainable development depends mainly on the employment status of students. As the saying goes, "Employment is the greatest livelihood of the people." The employment issue of technical school students not only concerns the students and their families but also affects the Chinese technological and economic development and social stability. It has both theoretical and practical significance to research issues related to students' employment in technical schools, timely discover the deficiencies in student employment and propose practical and effective solutions. The employment situation of students in any education system is a significant issue related to education and society. There are few studies on career choice in the secondary vocational education system. Therefore, this article first sorts out and analyzes the research background and significance of the selected topic and relevant domestic and foreign research. A questionnaire was designed based on career development theory. The current situation of graduates' employment choices was investigated through questionnaire collection. Use correlation analysis to analyze existing problems and the reasons behind them. Analyze the factors that influence the employment choices of secondary vocational graduates. Focus on analyzing the current situation of employability of secondary vocational students. And explore ways and methods to improve the employment choices and employability of secondary vocational graduates.

**Keywords:** Technical Education, Vocational Education, Employment of Technical School Students, Secondary Vocational Graduates.

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## 1. Introduction

As China's economy gradually transitions from a stage of rapid growth to a stage of high-quality development. The overall economic structure is facing significant changes. The demand for highly skilled professional and technical talents in various society industries is also increasing. However, judging from the "Study on Skills Gap in China's Labor Market" released by China in 2017, in recent years, more than 10 million undergraduate graduates and graduates from higher vocational colleges have entered society to find jobs every year. However, the supply of highly skilled talents is still lacking. The number of skilled talents is far from meeting the actual needs of various units, especially enterprises. At the same time, some technical schools have experienced a decrease in the number of students, a decline in the overall professional quality of students, and a decline in the employment quality of graduates. This has brought impact and challenges to the current technical education to a certain extent. In 2019, the Ministry of Education of China released the "Report on Student Development and Employment of Chinese Secondary Vocational Schools," which showed that the employment rate of secondary vocational students exceeded 95%. This exceeds undergraduate employment rates.

With the employment scale and employment rate remaining high, the career choice issue of secondary vocational school graduates represented by technical schools has received widespread attention [1]. China must have relatively sufficient research on the employment issues of college and undergraduate students in higher education at this stage. However, there are relatively few corresponding research results on the employment issues of technical school students. Therefore, exploring the employment problems of technical school students and related solutions plays a particular role in promoting the reform and theoretical research of technical education and technical schools. It benefits the smooth employment and realization of self-worth of technical school students. Technical school students are relatively young Compared to graduates with a bachelor's degree or above. Their understanding of employment is also relatively vague. Due to the lack of employment-related knowledge reserves, they are often wavering and at a loss when facing employment [2]. Therefore, solving the employment problem of technical school students and proposing active and practical solutions can enable students to obtain employment successfully and improve the quality of employment, which is an essential way for students to realize their self-worth. This makes technical school students the biggest beneficiaries of this study. The

research purposes of this article are as follows:

1. Study the current situation of employment options in secondary vocational schools. Analyze the employment situation of graduates from Sichuan City Technician College. 2. Analyze the influencing factors of employment choices in secondary vocational schools. 3. Propose ways and methods to improve the employability of secondary vocational graduates from the three aspects of society, schools and students. The research questions of this article include the following points:

1. What is the employment situation in secondary vocational schools? 2. What factors influence the employment choices of secondary vocational graduates? 3. How can society, schools, and students improve the employability of secondary vocational graduates?

## 2. Theoretical Model Analysis

### 2.1. USEM theoretical model

In 2004, Peter Knight and Manz York jointly proposed the USEM employment theoretical model. From a psychological perspective, this model proposes that employability consists of subject understanding, skills, self-efficacy and metacognition. The Usem model has been widely used in career choice research. It belongs to basic research in this field. The specific structure is shown in Figure 1.

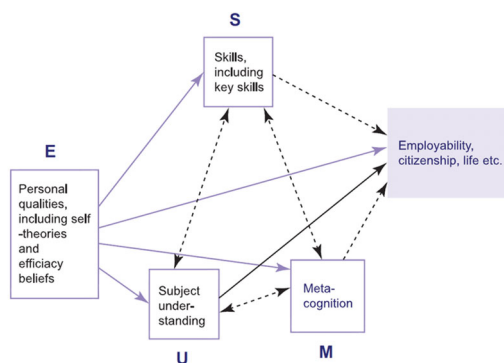


Figure 1. USEM theoretical model

### 2.2. Career Development Theory

Career development theory is one of the foreign career guidance theories. The prominent representatives include American scholars Ginzberg and Supar. They have proposed the concept and principles of developmental career counseling and guidance since the early 1940s and have conducted experimental research for a long time. A theoretical system was formed in the 1950s. Career development is a continuous and long-term process in personal life [3]. It can be divided into several consecutive different stages. Ginzburg divided it into three stages: fantasy, experimentation and reality. Supar divided it into five stages: growth, exploration, determination, maintenance and decline. Each stage has specific characteristics and tasks.

### 2.3. The composition and characteristics of employment choices for secondary vocational students

According to the structure of career choice and education choice, the employment choice of secondary vocational students should include three aspects. There are ten choices in total (Figure 2 is quoted from Career guidance helps students

figure out their paths).

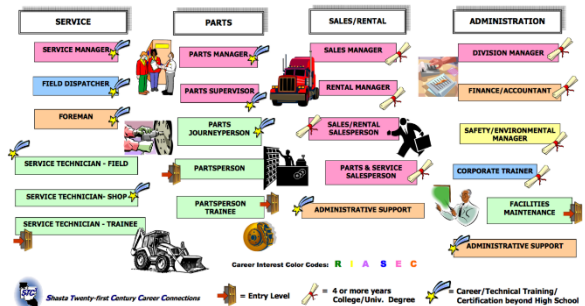


Figure 2. Employment options for secondary vocational students

People face many essential choices on the road of life. Among them, choosing a primary major is the first important decision after graduating from junior high school. It involves theoretical choices of knowledge and practical choices of operations. Directly related to our future career development and life trajectory. Therefore, one must think carefully and decide wisely when choosing a primary major.

Firstly, it needs to clarify our interests and strengths. The choice of a primary major should be based on our interest and expertise in a particular field. By having an in-depth understanding of the connotations and characteristics of different majors, we can better understand our interests and make choices that better suit our development needs. In addition, we should also consider our strengths and potential to choose a major that matches our strengths [4]. This will help us achieve academic performance and career success more quickly.

Secondly, the paper should fully understand each major's employment prospects and development potential. When choosing a primary major, one needs to consider the future job market and industry development trends and choose a major with good employment prospects and broad development space. This will provide more opportunities and possibilities for our future career development. At the same time, the paper should also pay attention to the development prospects of the industry and personal career planning to choose a major that is consistent with personal goals. It will help us realize our career ideals more smoothly.

Thirdly, it should focus on cultivating practical and innovative abilities. When choosing an essential major, one must consider whether the primary focuses on cultivating practical and innovative abilities. Practical ability is the basis for solving problems and coping with work challenges. Innovation ability is the key to continuously breaking through ourselves and pursuing excellence in our careers [5]. Choosing a major that focuses on cultivating practical and innovative abilities will help us better adapt to the needs of future work. In addition to the choice of primary majors, career development is also one of the critical decisions in our lives. Career development involves choices to learn, practice and innovate. It is a process for individuals to achieve their goals and improve themselves.

### 2.4. Research ideas and framework

First, the research background and significance of the selected topic and related domestic and foreign research are sorted out and analyzed. This article designs a questionnaire based on the USEM model and career development theory. The current situation of graduates' employment choices was

investigated through questionnaire collection. Mainly, use the correlation analysis method to analyze the existing problems and the reasons behind them [6]. Analyze the factors that influence the employment choices of secondary vocational graduates. Focus on analyzing the current situation of the employability of secondary vocational students and exploring ways and methods to improve the employment choices and employability of secondary vocational graduates.

### 3. Research Methods

#### 3.1. Method overview

This study adopts a research method that combines qualitative analysis and quantitative analysis. The quota sampling method is mainly used in student questionnaire surveys. Sichuan City Technician College is a technician college approved by the Sichuan Provincial People's Government and added to Sichuan City Vocational College. Therefore, this school also meets the requirements for this study on secondary vocational schools. At the same time, because I know many teachers and classmates from Sichuan City Technician College, the spatial distance makes it convenient to conduct a questionnaire survey at the school. The number of graduates in 2020 is 403. This article uses Yamane's sample size calculation formula  $n=N/(1+Ne^2)$ .  $n$  in the formula is the sample size.  $e$  is the desired level of accuracy. It is approximately equal to 0.05.  $N$  is the total number. Calculate  $n=403/(1+403*0.05^2)$ . A sample of  $n\approx 200$  is optimal for this study.

#### 3.2. Data sources and collection process

##### 3.2.1. Exposure assessment

In transferring data sources, try to use copying instead of network transmission and perform quality checks on the data to ensure the correctness of the data. Common data errors can be automatically resolved using some analytical techniques. Data experts are then consulted to manually correct, reconcile and validate any records that automated data quality tools cannot confidently assess.

##### 3.2.2. Data management

The first step is to analyze the data. Evaluate anticipated data problems. Secondly, after obtaining the problems in the questionnaire data, it is necessary to avoid them by readjusting the questionnaire [7]. During the questionnaire recycling process, it is necessary to eliminate invalid questionnaires and judge their credibility. The credibility of the questionnaire was tested through reliability testing. In the process of organizing questionnaire data, data management is carried out by classifying questionnaire data.

##### 3.2.3. Data Analysis Strategy

Use computer statistical software to process the data obtained from the questionnaire survey and perform statistical analysis on the questionnaire data. Secondary vocational education students' career choice behavior trends are studied through the frequency distribution of data. Further, analyze the differences in career choices among graduates of this school.

##### 3.2.4. Issues and Limitations

It may take a long time to collect student questionnaires. Shortening the time for collecting questionnaires to advance the research process is a more critical issue.

### 3.3. Research process

#### 3.3.1. Questionnaire Reliability Analysis

Reliability refers to the degree of stability, reliability and consistency of measurement results. It indicates whether the measurement results can genuinely reflect the person's characteristics. This study used Cronbach's alpha coefficient to measure the scale's reliability. Generally speaking, it is the reliability coefficient [8]. Higher than 0.8 indicates high reliability. Reliability is good if the reliability coefficient is between 0.7 and 0.8. Reliability is acceptable if the reliability coefficient is between 0.6 and 0.7. If the reliability coefficient is less than 0.6, the reliability is poor. From the measurement results in Table 1, it is found that the reliability coefficient of the scale is 0.967. This shows that the scale has high reliability.

**Table 1.** Reliability test of each part of the employment selection questionnaire for graduates of Sichuan City Technician College

	Cronbach alpha coefficient	Number of items
social factors	0.957	14
content factors	0.890	4
stress factors	0.824	4
career guidance	0.911	4
Ability training	0.931	4
Economic factors	0.820	4
overall questionnaire	0.967	34

#### 3.3.2. Questionnaire validity analysis

KMO tested the validity of the questionnaire. If the KMO value is less than 0.5, the item variables are unsuitable for factor analysis. If the KMO index value of all item variables is more significant than 0.80, the relationship between the item variables is good, and the item variables are suitable for factor analysis. The KMO index value greater than 0.9 indicates that the relationship between the item variables is excellent. Item variables are very suitable for factor analysis. The KMO indicator value in this study is 0.956. Instructions are well suited for factor analysis.

**Table 2.** KMO and Bartlett's test

KMO value		0.956
Bartlett's test of sphericity	Approximate chi-square	11412.836
	df	561
	p-value	0.000

#### 3.3.3. Questionnaire survey objects

The subjects of this study are the 2020 secondary vocational graduates of Sichuan City Technician College. This questionnaire survey was mainly distributed through the WeChat group, QQ group and e-mail of the graduates led by the class teacher. After the prediction and formal implementation survey, it will be completed in December 2022. A total of 200 questionnaires were distributed. One hundred ninety-five questionnaires were collected. The questionnaire return rate was 97.5%. After eliminating invalid questionnaires, 190 valid questionnaires were obtained. The questionnaire recovery efficiency was 97.4%.

## 4. Analysis of Employment Choices and Influencing Factors

### 4.1. The employment situation of secondary vocational school graduates

The descriptive statistics results are shown in Table 3. Among them, the average value of the personal utility factor in the first-level indicator is 3.520. The mean value of educational factors is 3.469. The mean values of both factors are between 3 and 4 and at a medium level. And the mean value of the personal utility factor is higher than that of the educational factor. It shows that the impact of personal utility factors and educational factors on the employment of secondary vocational graduates is at a general level. The influence of personal utility factors is higher than that of educational factors. The social factor has the highest mean value among the secondary indicators of personal utility factors. It shows that social factors have the highest cognitive impact on personal utility factors. Second is the stress factor. The mean is 3.549. The mean value of content factors is 3.421. The mean value of economic factors is 3.085. This shows that the development of various indicators of employment quality for secondary vocational graduates is unbalanced.

Regarding secondary indicators of educational factors, the average value of ability development is 3.498. The standard deviation is 1.02. The average value of career guidance is 3.441. The standard deviation is 0.991. It shows that cultivating cognitive ability in educational factors is relatively necessary. The second is professional career guidance. It can be seen from the six secondary indicators that the score of the social factor index is at the highest level. Stress factors, ability development factors, career guidance, and content factors followed her. Among them, the economic factor index is the lowest. The economic factor indicator score is lower than the scores of other factors [9]. It shows that the main problems in the employment quality of secondary vocational graduates are low satisfaction with work-related economic factors and generally low remuneration.

**Table 3.** Descriptive statistics of employment quality (N=190)

variable	minimum value	maximum value	MeanM	Standard deviation SD
personal utility factors	1	5	3.520	0.740
Economic factors	1	5	3.085	0.921
social factors	1	5	3.665	0.829
content factors	1	5	3.421	1.030
stress factors	1	5	3.549	0.759
educational factors	1	5	3.469	0.939
career guidance	1	5	3.441	0.991
Ability training	1	5	3.498	1.020

### 4.2. Analysis of the current situation of factors affecting employment choice

#### 4.2.1. Economic factors

The economic factor indicators of secondary vocational graduates mainly include six indicators: salary, insurance, welfare, salary satisfaction, insurance satisfaction, and welfare satisfaction. This study investigates the salary level of

secondary vocational graduates from three aspects: average monthly salary, whether overtime wages are paid following legal regulations and salary growth. It can be seen from Table 4 that in terms of average monthly salary, more than half (63.15%) of secondary vocational graduates have an average monthly income of 3,000 yuan or less. The proportion of 3,001~5,000 yuan is 31.58%. The proportion of 5,001~10,000 yuan is 3.68%. Only a few people can achieve an average monthly salary of 10,001 and above. The proportion is 1.59%. This shows that the wages of secondary vocational graduates are generally low. Only a minimal number of people can get higher salary packages.

**Table 4.** Average monthly income of secondary vocational graduates

options	Frequency	percentage(%)
3,000 yuan and below	120	63.15
3001~5000 yuan	60	31.58
5001~10000 yuan	7	3.68
10001~20000	2	1.06
20,000 and above	1	0.53
total	190	100

From the data in Table 5 below, nearly half of the secondary vocational graduates' salaries have remained unchanged (46.25%) in terms of changes in salary when they started working after graduation. Secondly, the proportion of graduates whose salary and benefits increased was 29.25%. The proportion of graduates with salary growth rates ranging from 11% to more than double is only 7.75%. The proportion of secondary vocational graduates whose salaries have dropped is 16.75%. This shows that the salary growth rate of secondary vocational graduates is relatively low, and some graduates are experiencing salary cuts. The paper mainly examines social insurance from the dimensions of medical care, unemployment, pension, work-related injury insurance, and housing provident fund. Secondary vocational school graduates have higher insurance coverage rates for work-related injuries, pensions, and medical care. The proportions are 68.50%, 66.00% and 63.75%, respectively.

Regarding unemployment insurance, maternity insurance, and housing provident fund, the insurance participation rates are 40.25%, 35.75%, and 30.25%, respectively. The percentage of graduates without any insurance is 4.50%. This shows that most secondary vocational school graduates have work-related injury insurance, medical care, and pension insurance, while only a few do not.

**Table 5.** Changes in the salary of graduates of Sichuan City Technician College since starting work

options	Frequency	Percentage
decline	33	16.75%
increase	56	29.25%
Growth 11-15%	10	5.25%
Increase 50-100%	3	1.75%
constant	88	46.25%
total	190	100

Employer benefits include free working meals, free or low-cost housing, free use of cultural and sports facilities, on-the-job, off-the-job training, paid vacations, internal promotions, regular participation in collective cultural activities, publicly funded further education, etc. A survey and analysis of

various benefits enjoyed by secondary vocational graduates found that more than half or more of the employers provided free or low-cost housing and free working meals. The proportions are 67.25% and 65.00% respectively. The smaller ones are tourism activities organized by enterprises, internal promotions, and publicly funded further education, accounting for 10.75%, 7.50%, and 6.00%, respectively. It shows that most secondary vocational school graduates receive benefits in the form of free meals and free or low-cost housing. There are fewer opportunities for further training.

The satisfaction results of secondary vocational school graduates in the economic factor dimension are shown in Table 3-4 below. This study explores secondary vocational graduates' self-perception of current employment quality through salary satisfaction, insurance satisfaction, and welfare satisfaction. The options are set into five levels from low to high: "completely inconsistent," "relatively inconsistent," "general," "relatively consistent," and "completely consistent." This forms a five-point scale.

**Table 6.** Satisfaction results of Sichuan City Technician College graduates in terms of economic factors

	Inconsistent with	relatively inconsistent	generally	relatively consistent	Completely suitable
You are delighted with your current salary package	23 12.25%	34 18.00%	85 44.75%	24 12.75%	24 12.25%
You are generally delighted with your current insurance.	16 8.75%	32 17.25%	81 41.50%	31 16.50%	30 16.00%
You are delighted with your benefits overall	18 9.75%	30 15.75%	75 39.50%	35 18.25%	32 16.75%

From the statistical results in Table 6, it can be seen that 12.25% of secondary vocational graduates are delighted with their current salary and benefits, 12.75% are relatively satisfied, and 44.75% are average and relatively unsatisfied. It can be seen that 30.25% of secondary vocational graduates are dissatisfied with their wages. Only 25.00% of secondary vocational school graduates are satisfied with their salary. It can be seen that secondary vocational graduates are generally not satisfied with their salary. From the perspective of secondary vocational school graduates' satisfaction with their current insurance, 16.00% are delighted, 16.50% are relatively satisfied, 41.5% are average, 17.25% are relatively unsatisfied, and 8.75% are entirely unsatisfied. It can be seen that more than 32.00% of secondary vocational graduates are satisfied with insurance. Nearly a quarter or more of graduates are dissatisfied with their insurance benefits. From satisfaction with their current welfare, 16.75% of secondary vocational graduates are completely satisfied, 18.25% are somewhat satisfied, and 39.50% are average. The proportion

of those who are satisfied with their welfare is 35.00%, and the proportion of those who are dissatisfied is 25.50%. From the above three satisfaction surveys, it can be found that all indicators are typically distributed. Satisfaction with wages and benefits is lower than satisfaction with benefits and insurance. Generally speaking, secondary vocational school graduates are less satisfied with economic factors.

#### 4.2.2. Social factors

The social factor indicators of secondary vocational graduates mainly include five indicators: respect, management satisfaction, working environment satisfaction, social prestige, and career development satisfaction. From the statistical results in Table 7 below, the average values of respect and management satisfaction for secondary vocational graduates are 3.880 and 3.680, respectively. It shows that enterprises' current level of respect for employees is relatively high, and employees are also delighted with management.

**Table 7.** Descriptive statistics of social factors items (N=190)

topic	minimum value	maximum value	MeanM	Standard deviation SD
The working environment is spotless	1	5	3.800	0.999
The comfort level of the current working environment is very comfortable	1	5	3.650	1.008
Overall, I am delighted with my current working environment	1	5	3.660	0.99
The job you are currently engaged in is very safe	1	5	3.940	1.026
The job you are currently engaged in is very beneficial to your health	1	5	3.630	1.08
You have a very harmonious relationship with your colleagues at work	1	5	3.880	0.963
You have a very harmonious relationship with your leaders at work	1	5	3.590	1.107
Currently, companies have a very high level of respect for their employees	1	5	3.880	0.963
I am delighted with the management in the current enterprise	1	5	3.680	1.04
The degree of respect in the current enterprise is very high	1	5	3.690	0.993
The company where you work is very well-known	1	5	3.550	1.018
The professional prestige of my current job is very high	1	5	3.480	1.09
The career development channel of the current enterprise is very well established.	1	5	3.450	1.068
Very satisfied with my current career development	1	5	3.450	1.136

In terms of the working environment, it is mainly from three perspectives: physical, humanistic and safety. Generally

speaking, most secondary vocational school graduates think the current working environment is comfortable. The work you do is safer. The relationship between colleagues and leaders is relatively harmonious. Social prestige is mainly analyzed from unit visibility and professional prestige. The average score of secondary vocational school graduates regarding unit visibility is 3.550. The career reputation score is 3.480. Generally speaking, the social prestige of jobs performed by secondary vocational graduates is at a medium level. Career development satisfaction is mainly examined from career channel construction and career development satisfaction.

The mean of both is 3.450. Most graduates are at a moderate level of satisfaction with their career path and direction. The overall understanding of the specific current situation of social factors is good. Among them, the highest mean value is the perception that "the job I am engaged in is very safe" (3.940). The second highest mean values are "a very harmonious relationship with colleagues at work" and "the current company respects employees very highly" (3.880). This shows that most companies respect their employees and have relatively harmonious relationships. The items with relatively low mean values are "the career development channel of the current enterprise is very well established" and "very satisfied with my current career

development." The average value is 3.450. Satisfaction is average. That is to say, most graduates are at a moderate level of satisfaction with career development channels and directions.

#### 4.2.3. Content factors

The content factor indicators for secondary vocational graduates mainly include five indicators: work interest, professional counterpart, labor contract duration and nature, and job level. As shown in the statistical results in Table 8 below, it can be seen that the average value of the degree of correspondence between the work of secondary vocational graduates and their majors is 3.430. It can be seen from this that the current jobs of most secondary vocational graduates are not well aligned with their majors. They cannot make full use of their knowledge and skills. Regarding work interests, the main examinations are career interests, personality characteristics, and sense of work accomplishment.

Regarding career interests, the average score of secondary vocational graduates is 3.430. The average score of graduates on personality traits was 3.360. The average score for job fulfillment was 3.470. Generally speaking, the work done by secondary vocational graduates is less consistent with their personalities and interests.

**Table 8.** Descriptive statistics of content factor items (N=190)

topic	minimum value	maximum value	MeanM	Standard deviation SD	Skewness
The work is very consistent with the major studied	1	5	3.430	1.23	-0.428
The job is a good match for your career interests	1	5	3.430	1.191	-0.307
The job is a perfect fit for your personality	1	5	3.360	1.216	-0.303
Doing your current job well can give you a great sense of accomplishment	1	5	3.470	1.112	-0.221

From Table 9 below, in terms of labor contract duration, the highest proportion (48.50%) of labor contracts with a signing time of one year or less. The proportion of contracts signed

for three years or more is 9.50%. The proportion of those who have not signed a contract is 23.50%. This shows that nearly a quarter of graduates are unsigned.

**Table 9.** Duration of written labor contracts signed between secondary vocational graduates and their units

topic	Frequency	percentage(%)
Not signed	47	23.5
One year and below	92	48.5
1-3 years	35	18.5
3-5 years (including five years)	4	2.1
No fixed deadline	12	7.5
total	190	100

As can be seen from Table 10 below, most of the current employment contract units for secondary vocational graduates are private enterprises. The proportion is 64.25%. They were followed by state-owned enterprises and government institutions with 27.00% and 8.00% respectively.

The proportion of state-controlled joint ventures, individual businesses, and wholly foreign-owned enterprises is relatively small. The sum of the three proportions is 0.75%. Less than 50.00% of graduates work in national enterprises and institutions. Most secondary vocational school graduates have not entered the primary labor market.

**Table 10.** Nature of the units where secondary vocational graduates work

topic	Frequency	percentage(%)
Government agencies and institutions	15	8
state-owned enterprises	50	27
Private Enterprise	122	64.25
Wholly foreign-owned enterprise	0	0
State-controlled joint venture	2	0.5
self-employed	1	0.25
total	190	100

A survey on the job levels of secondary vocational graduates' workplaces shows that, as shown in Table 11 below, secondary vocational graduates account for the most significant proportion of professional and technical internship positions (59.75%). Professional and technical entry-level positions account for 27.25%. The proportion of professional and technical intermediate positions is 12.75%. Deputy senior

professional and technical positions account for 0.25%. The proportion of senior professional and technical positions is 0.00%. The proportion of positions at junior level and below is 87.00%. This shows that most secondary vocational graduates have lower-level positions. Almost no graduates can reach deputy senior professional and technical positions and senior professional and technical positions.

**Table 11.** Position levels of secondary vocational graduates

topic	Frequency	percentage(%)
Professional and technical (management) internship position	113	59.75
Professional and technical (management) entry-level positions	52	27.25
Professional and technical (management) intermediate positions	23	12.75
Deputy senior position in professional technology (management)	2	1
Professional and technical (management) senior positions	0	0
total	190	100

#### 4.2.4. Stressful factors

The stress factors for secondary vocational graduates mainly include five indicators: work intensity, work pressure, work attention, degree of knowledge and job requirements, and working hours. It can be seen from Table 12 that the average value of secondary vocational graduates in terms of work intensity is 3.600. In terms of work pressure, the mean value is 3.580. This shows that secondary vocational graduates' work intensity and work pressure are still relatively high. The knowledge and skills far exceed the current job requirements (3.160). It shows that there is still a particular gap between the knowledge and skills mastery of secondary vocational school graduates and their job requirements.

Regarding attention level, the average value of secondary vocational graduates is 3.860. The overall understanding of the specific current situation of stress factors for vocational school graduates is general. Among them, the highest mean value is the cognition that "work requires a high degree of concentration at all times" (3.860). It shows graduates better understand that they must always be highly focused, serious, and responsible. The second highest mean is "very intense work." The mean is 3.600. It shows that the work intensity is still relatively high. And "work pressure is very high" are both 3.580. It shows that the current work pressure on graduates is relatively high. The item with a relatively low average value is "Current knowledge and skills far exceed current job requirements." The average value is 3.160. Satisfaction is low.

**Table 12.** Descriptive statistics of stress factor items (N=190)

topic	minimum value	maximum value	MeanM	Standard deviation SD
Work pressure is very high	1	5	3.580	1.047
The work intensity is very high	1	5	3.600	0.994
Work requires constant concentration	1	5	3.860	0.897
Current knowledge and skills far exceed current job requirements	1	5	3.160	1.152

Judging from the average weekly working hours of secondary vocational graduates in Table 13 below, the proportion of those who work more than 60 hours or more is 31.75%. The proportion of working hours of 40 hours or less is 23.50%. The working hours of most secondary vocational graduates range from 41 to 60 hours. The proportion is

44.74%. According to the relevant provisions of the Labor Law, the working hours per week shall not exceed 44 hours. Judging from the current survey results, nearly half of secondary vocational graduates work far more than the legal standard per week. Legitimate rights and interests are not protected.

**Table 13.** Average actual working hours per week for secondary vocational graduates

options	Frequency	percentage(%)
60 hours and above	60	31.75
51~60 hours	50	26.25
41~50 hours	36	18.5
31~40 hours	16	8.5
30 hours and below	28	15
total	190	100

#### 4.2.5. Ability development

Ability development indicators include four indicators: study of professional courses, study of general courses, school internships, and relevant training received. The mean value in ability development cognition is 3.498. The data from Table

14 show that "the training received is very conducive to the improvement of professional quality and work skills" and is slightly higher than the mean value of ability development (3.570). This shows that graduates believe that their training is more helpful in their current jobs. However, "Studying

professional courses is very helpful to current work," "Studying general courses is very helpful to current work," and "Internship during school is beneficial to current work" is slightly lower than the mean value of this indicator. They are 3.480, 3.460, and 3.480, respectively. It shows that graduates believe these indicators of school ability training still need

improvement. Among them, the one with a lower mean value is "Studying general school courses is very helpful for current work." It shows that the school's general curriculum is not well connected with students' work. This makes students think that studying general courses hinders their work.

**Table 14.** Descriptive statistics of ability training items (N=190)

topic	minimum value	maximum value	MeanM	Standard deviation SD
Studying professional courses in school is of great help to your current job	1	5	3.480	1.133
Studying general school courses is very helpful to my current job.	1	5	3.460	1.117
Internships during school were of great help to my current job	1	5	3.480	1.139
The training received is very conducive to improving professional quality and work skills.	1	5	3.570	1.090

Judging from the training time provided by the employment unit, it can be seen from Table 15 below that the proportion of training time of 3 months or more is 2.75%. The proportion between 1 week and one month is 60.75%. It shows that the training time for most secondary vocational graduates is concentrated between 1 week and one month. The proportion of those who did not participate in training was 29.25%. Explain that some work units do not provide relevant vocational training. Judging from the types of

training provided by employment units, it mainly focuses on training in vocational skills, work attitude, corporate culture and other aspects. The proportions are 48.25% and 33.25% respectively. There is less job transfer training and product and equipment update training. The proportions are 6.25% and 6.50% respectively. This shows that employment units attach greater importance to cultivating the vocational skills of secondary vocational graduates and improving the vocational abilities of secondary vocational graduates.

**Table 15.** Total time of secondary vocational school graduates participating in various types of training organized by their workplace

options	Frequency	percentage(%)
Did not participate in any training	56	29.25
One week and below	62	32.25
One week to one month	54	28.5
More than one month to less than three months	13	7.25
more than three months	5	2.75
total	190	100

#### 4.2.6. Employment Guidance

Career guidance indicators include career course teachers' satisfaction with teaching methods, employment and entrepreneurship guidance content, employment guidance system and career planning clarity. In the dimension of career guidance, the mean value is 3.441. From the statistical data in Table 16, "Graduates are very satisfied with the teaching methods of teachers in the school's career courses," is higher than the average value of 3.441. It shows that graduates are satisfied with the teaching methods of career course teachers. The mean values in these three aspects of "Employment and Entrepreneurship Guidance Content," "Employment Guidance System," and "Career Plan Clarity" are all 3.430.

Slightly lower than the average for this indicator. It shows that graduates believe that in terms of career guidance, the school's employment and entrepreneurship guidance content and employment guidance system also need to be improved [10]. Although secondary vocational colleges have offered courses related to employment and entrepreneurship guidance, more textbooks are still used in the actual teaching process. The course content is relatively simple. It is difficult for students to learn anything beneficial. There are also career guidance centers in some schools. The focus of the work is not on how to guide students to understand their careers and how It uses a high employment rate as a standard but ignores the inner demands of students. This does not truly reflect the value of the employment guidance system.

**Table 16.** Descriptive statistics of career guidance items (N=190)

topic	minimum value	maximum value	MeanM	Standard deviation SD
Very satisfied with the teaching methods of the school's career course teachers	1	5	3.470	1.087
The school's employment and entrepreneurship guidance is rich in content.	1	5	3.430	1.126
Do you think the school's career guidance system is beneficial to your job	1	5	3.430	1.124
I am very clear about my future career plans	1	5	3.430	1.124

### 4.3. Analysis of differences in employment choices of secondary vocational graduates

The analysis of the differences in employment quality between genders can be seen through the analysis of the differences in employment quality between genders. There are significant differences in social and economic factors between the genders of secondary vocational graduates. Among them, men are significantly higher than women in economic factors. Men's cognition of economic factors is significantly higher than women's [11]. Women are significantly higher than men in social factors. Then, women's cognition of social factors is significantly higher than men's. It shows that men pay more attention to economic factors. Women, on the other hand, pay more attention to social factors. Due to the influence of traditional social concepts, men believe they have to shoulder more family responsibilities and naturally have more significant economic needs than women. Women value more the economic benefits of a job at work, so their job satisfaction is lower than that of women. Compared with men, women have less financial burden and are more inclined to choose work units with higher social prestige, a better working environment, and a more vigorous organizational atmosphere.

### 4.4. Analysis of differences in employment choices during different employment periods

Significant differences exist in stress factors, content factors, and career guidance among secondary vocational graduates with different employment times. First, from the perspective of stress factors, the shorter the employment period, the greater the stress. Graduates should also be better able to cope with stress. Secondary vocational students who have just graduated from secondary vocational schools may lack experience handling various interpersonal relationships in addition to work tasks, such as colleague relationships and leadership relationships. The second is the change of role identity. There may be discomfort in the work environment, so you feel stressed. Secondly, from the perspective of content factors, the longer the employment time, the lower the score of secondary vocational graduates on this dimension. This shows that secondary vocational students who have just graduated from secondary vocational schools pay more attention to their professional counterparts and career interests when looking for a job. Because I have just graduated and have not tried other jobs, and I lack work experience. They only learned professional-related knowledge and skills in school. Therefore, they will prioritize jobs that correspond to their majors. The longer they work, the more likely graduates have changed jobs during this period. Choose a job that suits you by comparing different industries. Therefore, whether the major is compatible is not the only factor they consider.

Regarding career guidance factors, the shorter the employment time, the lower the score of secondary vocational graduates on this dimension. This shows that secondary vocational graduates better understand their future career plans as their working years increase. The guidance and mastery of career aspects rely on what you get from school and gradually become stable in your work. Most of the newly graduated secondary vocational students are confused and do not know what career they want to pursue. They do not have

a clear understanding of themselves and little experience in other industries, which leads to differences in this dimension among graduates.

## 5. Conclusion

The current situation of graduates' employment choices was investigated through questionnaire collection. Use correlation analysis to analyze existing problems and the reasons behind them. The employment quality of secondary vocational graduates is generally at a medium level. At the level of personal utility, social and stress factors are also at a medium level. This shows that secondary vocational school graduates are satisfied with their working environment, organizational culture and management characteristics. The economic and content factors are slightly lower than the mean value of this dimension. Economic factors mainly include graduates' satisfaction with their salary, insurance, and benefits. These scores are low. Explain that this is an issue that the work unit should pay attention to. Content factors mainly refer to graduates' work interests, professional counterparts, job levels, etc. Among them, the degree of professional matching among graduates is relatively low. This shows that the major's graduate study does not match the job requirements. Secondly, current secondary vocational students generally have lower-level jobs and shorter labor contract periods. It shows that the job advantages of secondary vocational graduates are not apparent at the level of educational factors. Career guidance and competency development should be included. The ability development score is slightly lower than the mean for this dimension. Ability training mainly refers to the study of professional courses, the study of general courses, etc. Scores in professional courses, general courses, and school internships were lower. Explain that this is an area for improvement in the school.

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