

The Decision and Way Out for Normal College Students Facing Employment Pressure in the Post-Epidemic Era

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Abstract: This article investigates the employment pressure and employment intentions of normal college students in the post-epidemic era. Research results indicate that due to the economic slowdown in the post-epidemic era, the current employment situation is severe, with increased competition and pressure for normal college students. More and more job seekers are considering obtaining teaching positions and other public service posts to achieve a relatively stable life. Despite some normal college students seeking alternative employment paths due to the increased pressure in the teaching sector, 67% of students still adhere to their original intentions and are willing to strive to enhance their professional skills to pursue opportunities in becoming teachers. Regarding employment decisions, economic income and personal interests are the main factors influencing the post-graduation choices of normal college students. Meanwhile, they are also willing to continuously enrich and improve themselves, enhance their competitiveness, and strive to become the versatile talents needed in the new era. The author believes that the employment of normal college students in the teaching sector requires efforts from various aspects of society, schools, and individual students, enabling educators who truly love the cause of education to thrive at the forefront of education.

Keywords: Normal College Students, Employment, Pressure, Post-Epidemic Era.

1. Introduction

In the past thirty years, the number of applicants for normal college teacher education majors has increased rather than decreased. Students majoring in teacher education receive systematic ideological guidance and teaching skills training in schools, and most of them ultimately possess the qualifications to become teachers with progressive educational ideas for the new era and mastery of basic teaching knowledge. However, the number of teachers needed in various regions is gradually decreasing, leading to increased difficulty for recent graduates majoring in teacher education to find employment and increased employment pressure [1]. Research has found that the pandemic has had a negative impact on the employment, academic pressure, social networks, and mental health of college students, reducing their sense of happiness [2]. This has made it important to explore the reasons affecting whether students majoring in teacher education still maintain their initial aspirations to become primary and secondary school teachers, as well as to investigate the exploration of employment prospects for teacher education graduates and what assistance teacher education institutions can provide in order to enhance students' competitiveness in recruitment [3].

2. Research Method

To gain a deeper understanding of the choices made by students majoring in education at ordinary colleges and universities in the post-pandemic era in response to employment pressures, the authors have compiled a survey on the employment intentions and reasons of education majors in the post-pandemic era, taking students from ordinary colleges and universities in Huzhou as the survey subjects, analyzing their career plans and influencing factors. The survey consists of four sets, involving the impact of the "double reduction" policy on employment, the impact of the

post-pandemic era on employment, school-related employment, and simultaneously conducting data analysis and summarization. Using this as a reference, the paper aims to predict the choices of other education majors facing similar situations. The author created and distributed the survey to college students in Huzhou using the "Wenjuanxing" platform [4].

3. Results

3.1. Employment Intentions

Facing the employment pressure, how do ordinary university teacher candidates choose? In the survey questionnaire, one of the questions we distributed to the respondents was, 'If you were a teacher candidate, how would you deal with such a severe situation in the post-pandemic era?' From the collection of 200 questionnaires, we learned that the epidemic has had a certain impact on the employment intentions of teacher candidates, indirectly reflecting that while the employment pressure increases, some students who do not have a strong sense of recognition and pursuit of the education industry may change their minds and seek other solutions. There also exists a passive 'leave it to fate' attitude with 16%, which is not conducive to their smooth employment. However, overall, the vast majority of teacher candidates still adhere to their original employment intentions. 67% of students are more willing to work hard to improve their professional skills to seek the opportunity to become a teacher, demonstrating their ability to withstand pressure. The specific distribution can be referred to in Table 1.

In relation to the career path, please refer to Table 2 for specific employment intentions survey. 49.5% of the students consider further studies after graduation, indicating that the majority of students are able to enhance themselves through learning and are willing to pursue advanced studies. 45% of students consider taking the civil service exam, while 29% of their peers consider pursuing a career in the public sector. 27%

of students opt for other professions, showing a tendency to enter the workforce earlier to alleviate family burdens. Most students' choices also indirectly express their hope for job stability, particularly in the current economic downturn, leaning towards securing their basic employment benefits. However, 10.5% of students still lack a clear vision for their future career plans and have not yet decided on their path after graduation. These students may later find themselves in a state of confusion and uncertainty.

Table 1. Employment Attitudes

Employment Attitudes	Number of Students	Percentage(%)
Give up being a teacher and seek another job	19	9.5
Continue being a teacher	134	67
Follow the job arranged by the family	8	4
Go with the flow, leave it to fate	32	16
Other	7	3.5
Total valid responses	200	100

Table 2. Career Path Choices after Graduation

Choices	Subtotal Number of Students	Percentage (%)
Further Studies	99	49.5
Civil Servants	58	29
Public School Teachers	90	45
Other Professions	54	27
Undecided	21	10.5
Total Number of Students	200	

By summarizing and analyzing the survey, it can also be found that the vast majority of students, when facing pressure, will compel themselves to find appropriate solutions. Regardless of whether the future prospects are clear, they at least set an outlet for themselves. Therefore, it can be seen that reasonable pressure will prompt college students to seek development paths. Their first reaction to employment pressure is to face it head-on rather than be intimidated.

3.2. Employment Factors

In this survey, the authors also investigated the factors influencing employment on the subjects. Under the premise of setting the scenario of unemployment (see Table 3), 75.5% of students believe that "competing with graduates from prestigious schools, facing intense competition" affects their employment. The author believes that this factor choice reflects the students' lack of confidence in their own abilities and distrust in the educational capabilities of their institutions in the province. Therefore, when facing graduates from prestigious schools, they are prone to feelings of inferiority, indirectly revealing one of the sources of employment pressure. Additionally, 66.5% of students think that "declining birth rates and surplus of teachers" reflect the current dilemma of an oversupply of education majors and an imbalance between supply and demand.

Moreover, 61.5% of students believe that "increased job recruitment requirements" will impact their future employment, indicating that these students consider their abilities insufficient to meet the heightened demands of

recruiting units during self-comprehensive quality assessments. This reflects both their recognition of the severe current employment situation and the skyrocketing employment pressure, understanding that they need higher-level improvements to meet the demands of the job market. It also shows their tendency to evade their own shortcomings. In the evolving market and industry optimization landscape, individuals should continuously strive to enrich and enhance themselves.

Table 3. Employment Competition Factors

Employment Competition Factors	Subtotal Number of Students	Percentage (%)
Facing fierce competition from graduates of prestigious schools, the competition pressure is high	151	75.5
Rapid development of online learning technology, reduced demand for offline teachers	133	66.5
Decrease in population birth rate, surplus of teachers	93	46.5
Inadequate connection of employment recruitment information	76	38
Unstable job market	108	54
Increasing requirements for job recruitment positions	123	61.5
Total number of students	200	

The reasons that influence the career choices of teacher education graduates, based on the survey data in Table 4, are examined without considering the existence of competitors and disregarding employment pressure. It can be seen from the data in the table that economic income and personal interest are the main factors affecting the career choices of teacher education graduates. This indicates that even in today's materialistic society, college students are inevitably influenced by the prevailing trend of refined egoism. They prioritize salary and benefits over societal needs, and tend to focus on achieving personal happiness rather than societal well-being. On the other hand, it also demonstrates the courage of the new generation to pursue their dreams, as they plan their future paths based on personal preferences, with a clear conscience.

Table 4. Factors to Consider in Employment Intention

Factors to Consider	Rank (out of 10)	Total Number of Students
Income	7.26	178
Personal Interest	7.05	184
Career Planning	5.94	177
Job Stability	5.76	174
Working Environment	5.53	168
Family Impact	4.51	167
Work Pressure	4.23	162
Job Satisfaction	3.97	156
Social Needs	3.81	155
Others (Please Specify)	0.07	4

Furthermore, factors such as job stability and work environment, which are inherent to the profession, can also

shake students' thoughts about employment. Providing stable welfare benefits is believed to be a key solution to the employment problem. In addition to personal and societal factors, families also have a significant impact on students' employment process. Children raised by parents with different personalities also possess their own individuality. As shown in the table, the influence of family ranks sixth among the main reasons. This indicates that when facing the important test of entering society through job hunting, children still attempt to seek help from their parents.

4. Discussion

4.1. Societal Support for Healthy Employment

In fostering healthy employment environments, various stakeholders play crucial roles in creating a supportive ecosystem.

4.1.1. Community Initiatives

Community initiatives are pivotal in promoting healthy employment practices. Local organizations and grassroots movements can offer training programs, mentorship, and networking opportunities for job seekers. By fostering a sense of belonging and support, these initiatives contribute to a positive work environment that boosts overall well-being and productivity.

4.1.2. Government Policies and Programs

Government intervention is instrumental in shaping healthy employment practices. Through policies like minimum wage regulations, anti-discrimination laws, and workplace safety standards, governments can ensure fair and safe working conditions for all individuals [5]. Additionally, programs offering unemployment benefits, vocational training, and job placement services help bridge skill gaps and enhance employability.

4.1.3. Corporate Social Responsibility Efforts

Corporations play a vital role in promoting healthy employment practices through their Corporate Social Responsibility (CSR) initiatives. By investing in employee wellness programs, diversity and inclusion initiatives, and sustainable business practices, companies can create a conducive work environment that prioritizes employee health and well-being. CSR efforts also extend to community engagement activities, such as volunteering and philanthropic endeavors, which further enhance societal support for healthy employment.

By fostering collaboration among community initiatives, government policies, and corporate social responsibility efforts, we can create a holistic approach to support healthy employment practices that benefit individuals, organizations, and society as a whole.

4.2. Educational Guidance for Career Development

In the realm of educational guidance for career development, several key components play pivotal roles in shaping an individual's professional trajectory.

4.2.1. School Counseling Services

School counseling services are instrumental in providing students with personalized support and resources to navigate their career paths effectively [6]. Counselors offer guidance on academic choices, career exploration, and emotional well-being, fostering a holistic approach to student development.

4.2.2. Vocational Training Programs

Vocational training programs offer hands-on skills development tailored to specific industries, equipping individuals with practical expertise essential for career success. These programs bridge the gap between education and the workforce, preparing participants for diverse career opportunities.

4.2.3. Mentorship and Internship Opportunities

Mentorship and internship opportunities provide invaluable real-world experiences for aspiring professionals. Mentors offer guidance, wisdom, and networking connections, while internships offer practical exposure to industry environments, enhancing skill acquisition and professional growth.

In combination, these elements form a comprehensive framework for educational guidance, fostering a supportive ecosystem that empowers individuals to make informed career decisions and pursue rewarding professional paths. By integrating school counseling services, vocational training programs, and mentorship/internship opportunities, stakeholders can cultivate a robust environment conducive to holistic career development.

4.3. Personal Aspirations and Career Development

4.3.1. Self-Exploration and Goal Setting

Self-exploration is integral in understanding personal aspirations. By reflecting on values, interests, and strengths, individuals can define meaningful goals. Effective goal setting involves creating SMART objectives-Specific, Measurable, Achievable, Relevant, and Time-bound. This process aids in establishing a clear path for career growth and personal fulfillment [7].

4.3.2. Skill Development and Continuous Learning

Continuous learning is crucial for career advancement. By identifying key skills required in their field, individuals can focus on targeted development. Utilizing resources like workshops, courses, and mentorship programs enhances skill sets. Embracing challenges and feedback promotes growth, ensuring adaptability in evolving industries.

4.3.3. Networking and Professional Development

Networking plays a vital role in professional development. Building relationships with peers, mentors, and industry leaders opens doors to opportunities. Attending conferences, joining professional groups, and engaging in social media platforms cultivates a strong network. Collaboration and knowledge-sharing within these connections foster career growth and new perspectives.

In conclusion, personal aspirations and career development are intertwined processes requiring self-awareness, skill enhancement, and networking. By engaging in self-exploration, continuous learning, and professional networking, individuals pave the way for achieving their goals and advancing their careers effectively.

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