

# Influencing Factors and Intervention Strategies on Employment Stability of Vocational Graduates at the Beginning of Their Career

-- Take Wenzhou Polytechnic as an Example

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**Abstract:** From the perspective of employment stability at the beginning of vocational college graduates' career, this paper analyzes the influencing factors, including environmental factors, organizational factors and individual factors. Taking Wenzhou Polytechnic as an example, this paper explores intervention strategies for employment stability in the early career of vocational graduates, analyzes the implementation contents and paths of different intervention strategies from four dimensions of policy intervention, information intervention, service intervention and target group intervention, and then puts forward suggestions for optimizing intervention strategies for stable employment.

**Keywords:** Early career, Employment stability, Influencing factors, Intervention.

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## 1. The Question Raised

The report to the 20th National Congress of the CPC proposed implementing the strategy of giving priority to employment. We will strengthen the employment-first policy, improve the mechanism for promoting employment, and promote high-quality and full employment. College graduates are key groups to ensure stable employment. According to the Ministry of Human Resources and Social Security, the number of college graduates reached 10.76 million in 2022, exceeding 10 million for the first time, and 11.58 million in 2023. Moreover, due to the influence of enrollment expansion, the number of college graduates will remain high for a long time. In recent years, the employment situation of college graduates is very severe under the circumstance that the number of policy posts is limited and the labor demand of small and medium-sized enterprises is reduced, while small and medium-sized enterprises are still the most popular workplace for college graduates. Employment stability is directly related to the quality of employment, and also related to the actual interests of enterprises. Peter F. Drucker, the modern management guru, once said: "Companies have only one real resource: people." High employee dismissal rate means inefficient human resource management. Employee dismissal will lead to the loss of key resources and even reduce the core competitiveness of the enterprise. For college graduates, the early stage of career is of great significance for the whole career, and the employment of this group at this stage is characterized by employment instability. According to the survey report on the career development status and talent training quality of college graduates from 2017 to 2020 in Zhejiang Province, the dismissal rate of vocational college graduates within one year after graduation in Zhejiang Province is more than 40%, higher than the national average level, and the dismissal rate of vocational college graduates within one year after graduation is higher than that of undergraduates. Therefore, it is of great significance to study the intervention strategies of employment stability in the early career of higher vocational graduates. Since the effect of

direct intervention on students after graduation is weakened, the intervention strategies mentioned in this paper are basically implemented before students graduate.

## 2. Related Research on Employment Stability

### 2.1. Theoretical Research

The research of employment stability involves many theories such as human resource management, organizational behavior, psychology and so on. Concepts such as organizational commitment and turnover intention are often used to explain the causes of turnover behavior. The research on organizational commitment includes connotation, constitutive dimension, measurement method and case study. The research on turnover intention includes connotation, influencing factors, measurement methods and case studies. The relationship between organizational commitment and turnover intention has also attracted much attention. Domestic and foreign studies on factors affecting turnover intention mainly focus on job satisfaction and organizational commitment, and organizational commitment is more recognized by many scholars as the dependent variable affecting turnover intention. Meyer and Allen (1993) proposed a three-factor model of organizational commitment composed of emotional commitment, normative commitment and continuous commitment, and further analyzed the important reasons why employees stay in organizations. Tang Yuhong et al. (2019) introduced the perception of salary distribution justice, organizational commitment and external job opportunity into the study of employees' turnover intention, and clarified the mechanism of the influence of the perception of salary distribution justice on employees' turnover intention to some extent.

### 2.2. Empirical Research

GUI Xiaomin et al. (2020) mainly investigated and studied the employment stability of graduates from the perspectives of employment situation, major matching degree, dismissal

reasons, career planning education, etc., and proposed to form a closed-loop linkage mechanism of employment -- enrollment -- cultivation -- employment, as well as a whole-employee, whole-process and systematic career planning education system. Xu Yhobby (2017), based on the research on the mechanism and path of career planning's influence on the employment stability of college graduates, pointed out that career planning has a significant positive impact on the satisfaction of college graduates in their first employment. Career planning has a significant negative impact on the dimission intention and dimission behavior of college graduates in the first employment. It is emphasized that it is important to construct the career education and training system of college graduates from the three levels of the state, colleges and employers to stabilize the first employment. Shen Yejing (2020), through an empirical study on factors affecting the stability of vocational college students' initial employment, found that factors affecting the stability of graduates' initial employment include personal relationships, salary and welfare, theoretical teaching, and family and social relations. Jin Xiaoyan (2013) conducted a continuous follow-up survey on the implementation effect of the "order-driven" talent training mode with case study method, and the research data showed that "order-driven" talent training can increase the participation of enterprises, and is conducive to strengthening the strength of schools in the development of curriculum system, construction of practical training conditions, construction of teachers and expansion of employment channels. However, the unstable employment of college students still needs to be solved gradually by deepening the condescension construction.

### **3. Factors Influencing Employment Stability of Vocational College Graduates at the Beginning of Their Career**

From the perspective of vocational college graduates themselves, the factors that affect the employment stability of their early career mainly include environmental factors, organizational factors and personal factors. In view of the factors affecting the dimission behavior of higher vocational graduates at the early stage of their career, schools should take various employment intervention measures to alleviate the problem of poor employment stability after graduation and entry.

#### **3.1. Environmental Factors**

External environmental factors mainly refer to the employment opportunities outside the organization that can lead to the unstable employment of college employees. There are mainly two aspects of the situation: on the one hand, there may be a shortage of talents in the job market at a certain period. On the other hand, as college employees possess some professional technologies or special skills, once they enter an organization, they can greatly improve the market competitiveness of the organization, thus causing the phenomenon of talent robbing and putting forward higher requirements for the level of human resource management within the organization.

#### **3.2. Organizational Factors**

From the perspective of organizational factors, the resignation caused by the employer's work requirements and

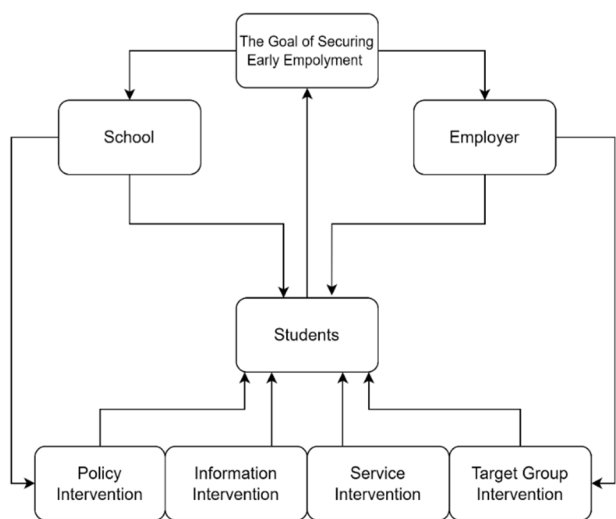
pressure is too big or the management system and culture cannot let the college students adapt to the integration of the staff shows an increasing trend year by year, and the vocational college graduates have a low tolerance to the work requirements and pressure. Intra-organizational work stress refers to the fatigue, anxiety and even fear reactions of college students working in the organization due to the mismatch between their own abilities and actual requirements caused by work pressure. Work pressure includes employees' internal work responsibility, workload, working time (explicit working hours + invisible working hours), complexity and so on. Work pressure is an inevitable organizational factor, which directly or indirectly affects the employment stability of college students.

#### **3.3. Personal Factors**

Salary and welfare satisfaction and career development prospects are the core individual factors that lead to the employment instability of college students at the beginning of their career, and other factors also have a certain impact on turnover intention. Two mediating variables, overall employment satisfaction and organizational commitment, influence dimission behavior, and dimission intention is the moderating variable, adjusting the influence of dimission inducement on dimission behavior. Personal career development prospect refers to the psychological evaluation of college students on the future and development of their organization at the beginning of their career, including the evaluation of the objective development trend of the organization and their own subjective evaluation. Generally, it is expected from the three aspects of operation management, economic benefits and market prospects of the organization, and according to the expectation, it is decided whether to stay in the organization or not.

### **4. Intervention Strategies for Employment Stability of Vocational Graduates at the Beginning of Their Career - A case study of Wenzhou Polytechnic**

According to the survey report on the career development status and talent training quality of 2020 graduates in Zhejiang Province, 32.59% of 2020 graduates in Wenzhou Polytechnic have quit their jobs within one year after graduation, among which 20.00% have quit once and 8.93% have quit twice. 2.88% had quit three times, and 0.78% had quit four times or more. Among the graduates who quit in 2020, 29.27% quit due to lack of personal development space, followed by low salary and welfare and other reasons. Among the majors in our school, 6 have lower career stability than their counterparts in the province, 6 have higher turnover rate, 3 have lower employment satisfaction than their counterparts, 2 have lower salary level than their counterparts, and 3 have less career development space than their counterparts. At present, intervention strategies for stable employment in the early career period of students in our university mainly include policy intervention, information intervention, service intervention and target group intervention (as shown in Figure 1).



**Figure 1.** Intervention Path of Employment Stability at the Beginning of Vocational College Students' Career

## 4.1. Analysis of Intervention Strategies for Stable Employment

### 4.1.1. Policy Intervention

The policy intervention of the school is to achieve the goal of stable employment through solid employment guidance. One is to incorporate employment courses into personnel training programs. By constantly improving the construction of the curriculum system of Career Planning for College Students (I) (II) and implementing the courses of career planning and career guidance for college students in stages and in full coverage, the career planning education runs through the three years of college and ensures that all students in need can obtain effective career guidance. Second, integrate employment guidance resources. Make full use of various resources such as "Internet + Employment Guidance" public service live streaming course, organize students to attend "24365 Internet + Employment Guidance" public service live streaming course of Ministry of Education, learn about policies related to employment and entrepreneurship of college graduates, push online employment guidance videos and online employment guidance resource information, and carry out online resume diagnosis, online employment consultation and other services. Third, entrepreneurs, human resource executives, skills experts, and outstanding alumni are invited to give lectures on job search guidance and career development for students to share their career experience and entrepreneurial stories. Fourthly, activities such as resume competition, selection of the most beautiful notes, exchange of experience in higher education were organized to integrate the elements of employment education into the second classroom.

### 4.1.2. Information Intervention

There are four main ways to implement information intervention in schools. First, schools take the initiative to coordinate with human resources and social security departments at all levels, focus on market demand, and hold regular exchanges of "visiting enterprises to expand jobs and promote employment". The second is to integrate employment network, employment Wechat, employment official account and other online channels, combined with special information conferences, professional matching meetings, industry job fairs and other channels, to provide adequate employment information. Third, strengthen the

special liaison of posts, and create "customized" recruitment activities. Through the "online + offline" linkage, job fairs will be held under the theme of "Special exhibition for enterprises of Wenzhou nationality", "special exhibition for key industries" and "special exhibition for leading enterprises". Fourth, we should focus on exploring high-quality enterprise resources such as state-owned enterprises, listed enterprises and leading enterprises, and implement measures such as enterprise visits, special presentations and order classes of state-owned enterprises (well-known enterprises) for high-quality enterprises, so as to realize accurate recommendation of high-quality enterprises.

### 4.1.3. Service Intervention

The school implements classified employment assistance for students in different employment directions. For the special groups with employment difficulties, family difficulties, disabilities and other special groups, by carrying out a survey of graduates, screening the list of employment assistance, relying on professional teachers, class teachers, counselors and other forces, in accordance with the requirements of "one first class for one person, one policy for a lifetime", insisting on personalized guidance services, talking with students one by one, understanding students' employment needs, analyzing the reasons why students are not employed. According to the characteristics of different students, a helping work ledger is established to provide students with "four ones" precise employment assistance, namely "one single consultation, one priority recommendation, one employment guidance and one employment subsidy". For the intended group of upgrading to higher education, first, through the intention of ranking, the establishment of a higher education QQ group to provide policy consultation, registration and question answering services, at the same time to carry out online guidance lectures and upgrading experience exchange meetings; Second, the employment department of the university collects the general chapter of the year of upgrading and the admission scores of each major in the previous year, helps graduates predict the success rate of entrance examination through data analysis, and carries out specialized counseling for the students who intend to upgrade.

### 4.1.4. Target Group Intervention

Target group intervention strategy means that the school selects outstanding students from relevant majors to participate in the "virtual order class" named by the enterprise, so as to enter the enterprise in advance to participate in the project and production practice, so as to increase the possibility and stability of the students to become employees of the enterprise after graduation. To be specific, for the implementation of the one-year order class training, the enterprise will provide funds, teachers, technology, platform and other aspects of support, cooperate with the school to develop training programs, update the teaching content and curriculum system; For the training of the order class lasting half a year or several weeks, the company and the school jointly establish the training objectives of internship ability, and adopt the "internship rotation" and other ways to cultivate students' practical ability. At the same time, both the university and the enterprise shall jointly develop the assessment plan, and the enterprise shall provide the proof of internship experience and assessment materials, and carry out credit exchange with the courses of the original training plan. In the process of internship in enterprises, students can master the job skills and gradually get familiar with the corporate

culture, which is conducive to adapt to the working environment of enterprises and integrate into the organization as soon as possible. During the internship in the enterprise, students will participate in the enterprise real projects under the guidance of the enterprise mentor, carry out professional quality training, skill training and on-the-job internship in the real environment of the enterprise, apply the knowledge and skills learned in the school to the actual production practice, and complete the task by giving full play to their personal strengths and teamwork. By the end of the internship, they will have the position competency. Individual employment competitiveness has been significantly improved. Finally, the company will assess and select students during the internship, provide jobs for students with excellent performance, and sign employment agreements with internship students to achieve a win-win situation between student employment and corporate recruitment based on the principle of "double selection".

## **4.2. Suggestions on Optimizing Intervention Strategies for Stabilizing Employment**

### **4.2.1. Take Employment Education as the Purpose to Enhance the Effectiveness of Career Education**

The 14th Five-Year Plan for Promoting Employment issued by The State Council clearly states that vocational education and guidance on employment and entrepreneurship should be strengthened to improve the employability of college graduates. Whole-course career planning in school is helpful to arouse students' employment awareness and employment intention in advance, and help students plan knowledge and skills learning content according to their own employment objectives. According to the results of a survey on employment intentions of fresh graduates, most of them are still uncertain about their future employment direction. Even though the career planning course has been included in the talent training program of higher vocational colleges as a compulsory course, it has some shortcomings in class hours due to various reasons, leading to some reduction in the teaching and practical content. Besides, compared with other courses, the teaching reform of relevant courses is relatively slow, with less distinctive features and less obvious teaching effects. Therefore, higher vocational colleges should first attach importance to career education, increase the investment in relevant courses, including the establishment of teaching reform projects, support teachers to carry out textbook, curriculum and classroom reform. Establish a stable team of teachers with career planning, and improve their teaching ability through teacher training at all levels. Of course, career education should not be limited to the first class, but should be extended to the second and third classes. The school can organize students to visit closely connected enterprises. Through on-site guidance and guidance, students can personally experience the enterprise atmosphere and know the future working environment in advance, so that they can quickly adapt to the role change from student to employee after graduation, and enhance the stability of initial employment.

### **4.2.2. Take the Cooperation between Government, University and Enterprise as the Starting Point to Promote the Accuracy of Supply and Demand Docking**

Due to the current situation that college students are faced with the expansion of college enrollment and the decrease of market demand, the employment rate of college students is

generally reduced. Moreover, enterprises and public institutions have increased the unreasonable educational threshold requirements in the recruitment conditions, resulting in the contradiction between supply and demand increasingly prominent. In view of this phenomenon, it is necessary for the government, industrial enterprises and universities to make good use of their own resources and take effective measures to improve the precision of talent supply and demand connection. Human resources and social security departments at all levels are the government departments that directly connect with enterprises and universities in personnel work, so they really need to play the role of matchmaking. By carrying out actions to promote college students' employment and entrepreneurship, promoting public employment services on campus, keeping abreast of graduates' employment implementation and departure arrangements, and connecting "one school, one policy" with colleges and universities. For graduates who have left school and are not employed, we will carry out a service campaign, fully explore the channels, fully implement real-name help, and provide targeted career guidance, job recommendation, vocational training or employment internship opportunities. We will give full play to the combined effect of policies aimed at stabilizing jobs, such as one-time subsidies for job creation, one-time subsidies for job expansion, and social insurance subsidies, and encourage enterprises to employ graduates or support flexible employment for graduates. Vocational colleges need to further strengthen the contact with human resources and social security departments at all levels, and cooperate to carry out special recruitment activities, so as to provide graduates with adequate employment information and find suitable jobs, so as to ensure the stability of initial employment to a certain extent.

### **4.2.3. Support by Informatization to Improve Employment Service Satisfaction**

The construction and maintenance of employment information website is one of the regular work of the employment department of colleges and universities. On the one hand, the information published on the website comes from the employment needs of our students, on the other hand, it comes from the requirements of the superior authorities. Most colleges and universities adopt the form of direct purchase of services to introduce and set, some Settings do not conform to the school situation and learning situation, resulting in data collection and promotion of employment services cannot meet the actual needs of students. Therefore, first, universities should actively play the big data function, break through the bottleneck of the original information platform, integrate and share employment resources in multiple ways, and form an employment service informatization system featuring information co-construction and sharing, real-time interconnection and precise push. Second, it is necessary to construct the working mechanism of employment service under the background of informatization. Through the assessment mechanism, the school can strengthen the connection between the school level, the school level and the profession level, so as to link the employment service with funds and rewards. At the same time, in the process of constructing the working mechanism of employment service, we should strengthen the information thinking, integrate information technology into every link of employment service work, and promote the improvement of work efficiency and effect.

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