Analysis and Research on the Factors Influencing the Employment of Graduates from Normal Universities

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Abstract: Influenced by the national teaching reform system, the competition pressure for employment among college students continues to increase, and more and more college graduates are facing the problem of difficult employment, among which teacher trainees are the most prominent. In order to better explore measures to solve the employment problem of normal university students, this article conducted a survey of graduates from a certain normal university in the form of a questionnaire, analyzed and explored the factors that affect the employment of normal university graduates, with the aim of improving the employment rate of normal university students.

Keywords: Normal University; Graduate employment; influence factor

At present, the number of college graduates has been increasing year by year since the expansion of enrollment in universities. Relevant data shows that the number of college graduates in 2024 has reached 10.8 million, and with the addition of college students who have not been successfully employed in previous years, the current employment situation for college students is not optimistic [1]. In recent years, teacher education students have also faced many challenges in this employment context, and their employment situation has undergone significant changes. Due to the popularization of high school education in most parts of China in recent years, normal university students have a good employment situation in the face of a large demand for teaching staff. However, with the continuous expansion of higher normal universities, the number of students in the basic education stage is decreasing year by year, resulting in an increase in employed students and a shrinkage of employment opportunities. The employment contradiction of normal university students is becoming increasingly prominent [2]. In addition, some non normal university graduates have obtained teaching qualifications through their own efforts, leading to increased competition for employment among normal university students. However, the employment ability and other conditions of normal university students also deviate from those of employers, so they do not have significant advantages. At present, teacher training colleges need to highlight teaching priorities in the education of teacher training students, in order to deeply explore existing resources, with the aim of strengthening the employment ability of teacher training students and improving the employment success rate of fresh graduates [3].

1.Survey on the Employment Status of Undergraduate Students in Normal Universities

1.1Object of investigation

This article conducts a sampling survey of teacher education graduates from a certain normal university in 2024, mainly involving majors in psychology, geography, education, physics, early childhood education, and mathematics.

1.2Survey and statistical methods

This article uses a questionnaire method to conduct a pre employment survey on graduates majoring in teacher education. The purpose of this survey is to

understand various aspects of the career outlook of current teacher education graduates, mainly focusing on the career goals, psychological motivations, family situations, and natural conditions of fresh graduates for survey design and analysis. SPSS 22.0 statistical software was used to perform statistical analysis on the collected data, and the conclusion was drawn through cross analysis [4].

1.3Result analysis

(1) General situation

According to the questionnaire results, in terms of gender ratio, 85% of the fresh graduates in teacher training programs are female, significantly higher than the male ratio. This sample survey reflects a serious imbalance in the gender ratio in teacher training institutions. In terms of employment situation, only 6% of students have confirmed their employers and are waiting to sign contracts, while the remaining 94% of students are still seeking employment without any purpose [5]. From the perspective of students´ registered residence, students in large and medium-sized cities accounted for 38%, while rural students only accounted for 13%, indicating the change of normal students´ location after college enrollment expansion. Among them, 16% of the students´ fathers have a bachelor´s degree or above, 10% of the students´ mothers have a bachelor´s degree or above, and parents with a junior high school education or below account for 19% and 26% respectively. From the awards received during their school years, 75% of students have received varying degrees of rewards, with 63% of students receiving more rewards than in social activities, and fewer awards in their professional fields.

(2) In terms of employment status

According to statistical results, 12% of students hold a quite pessimistic attitude towards the current employment situation of teacher education graduates, 40% of students hold a relatively pessimistic attitude towards it, and the total percentage of pessimism is 52% [6]. The proportion of relatively optimistic and quite optimistic is 6% and 1%, respectively. According to the statistical results, the total number of pessimistic students is significantly higher than that of optimistic students. In this context, more and more students are beginning to express concerns about their teacher education employment situation. In recent years, the employment situation of fresh graduates in China has not been optimistic, and various social classes and students themselves are aware of the severe employment situation [7]. With the continuous expansion of enrollment in normal universities and the relative reduction of eligible students in China, there is fierce competition for teacher positions in society. Therefore, it can be seen from the survey that most normal university students hold a pessimistic attitude towards their employment prospects after graduation.

(3) School teaching quality and other aspects

According to the survey results, 54% of students believe that the basic knowledge taught by the school is average, 50% of students believe that vocational skills are average, 47% of students believe that internship opportunities are average, and 48% of students believe that the comprehensive education quality of their school is average [8]. From the above survey results, it can be seen that more students tend to choose the "general" option when it comes to the quality of education, internship opportunities, vocational skills, and basic knowledge at their school, while only 18% of students would choose "relatively poor" or "poor", indicating that students have a relatively positive attitude towards their school. However, when it comes to participation in research projects, a significant number of students expressed dissatisfaction, with 91% of the total choosing "very poor", "relatively poor", or "average" options for participation in research projects. This survey result shows the drawbacks of higher education. In today´s increasingly competitive environment, the cultivation of scientific research ability, innovation ability, practical ability, and hands-on ability of college students is the focus of higher education. If schools fail to provide students with a good platform for participation, it will be detrimental to the cultivation of students´ abilities

in all aspects, ultimately leading to their defeat in employment competition.

2.The influencing factors of employment for graduates from normal universities

At present, the employment situation of normal university students is complex, and under the joint influence of various factors, most normal university graduates are unable to quickly and accurately seek their own positions. The following text will analyze the problem of employment difficulties for fresh graduates in teacher education from two aspects: internal and external factors [9].

2.1Internal factors of students

(1) Student Employment Concept

Due to the fact that teacher trainees arrive at universities after ten years of hardship, their sense of superiority continues to improve after being selected through multiple layers. They believe that positions that do not require higher education will lose their own value. Therefore, the vast majority of college students are pursuing their ideal careers. In the increasingly severe employment situation, the ideas held by graduates cannot be well used for job search. If they blindly seek their ideal positions, they will find it difficult to enter the fiercely competitive society. At present, higher education has begun to be popularized, and college students are redefined as ordinary laborers who receive higher education [10]. Therefore, fresh graduates majoring in education should have a clear understanding of social needs and employment forms, accurately recognize and position their own value, and enter the employment environment with a positive attitude in order to better seek the positions they need.

(2) Student employability

Employability is an important quality that ensures individuals obtain, maintain, and re select positions, and is a key factor affecting the lifelong employment success rate of teacher training programs. At present, the overall employment ability of college graduates in China is relatively weak. Therefore, schools need to continuously strengthen the reform of teaching processes, effectively improve the professional level of teacher training students, improve and develop student internships and apprenticeships, aiming to enhance the educational practice ability and teaching professional ethics of contemporary college students.

2.2External factors

(1) National Teacher Education and Training System

With the continuous development and progress of China´s education industry, teacher education has begun to show an open trend of development. According to relevant data, undergraduate teacher education students trained by non teacher training institutions account for 40% of the total teacher education students. Under an open teacher education system, teacher training institutions are not the only professional training bases for teachers, and various fields of society can achieve the training of teacher education students. The Ministry of Education has stated that outstanding graduates from non teacher training universities can teach in primary and secondary schools with a teacher qualification certificate, which can improve the traditional structure of the teaching staff. Therefore, non teacher trainees, technical talents, and members of society can compete with graduates from teacher training institutions on the premise of obtaining a teacher qualification certificate. Diversified sources of teaching staff are an inevitable development trend under the trend of education reform. The formation of this situation is conducive to the openness of teacher teaching, promoting the improvement of teacher teaching quality and research level. However, at the same time, diversified sources of teaching staff increase the competition pressure for teacher education students´ employment, leading to the severity of employment forms for fresh graduates [11].

(2) Structure of talent cultivation and professional settings in universities

According to educational economics, the national education structure needs to adapt to the development of the country´s industry and economic structure, and

universities need to follow the development form of the industrial structure to cultivate talents suitable for social needs. In recent years, there have been significant differences between the structure of higher education and the actual needs of society, especially in the setting of majors. Many universities acquire students by blindly adding new pages and imitating similar institutions, creating majors that lack their own teaching staff, leading to the emergence of teaching shortcomings. In recent years, normal universities have been continuously reforming and developing, and in the process of forming a comprehensive teaching structure, the employment contradiction of graduates from normal universities has become more prominent. Comprehensive normal universities have a positive significance in the development of local and national economies. Under the trend of interdisciplinary development, the cultivation of high-quality teachers is particularly important. Colleges and universities need to have a clear understanding of the core of employment competition for teacher education students, and achieve high employment rates for teacher education students by improving their level of foundation in arts and sciences, education and teaching, and teacher education [12].

(3) Training methods for teacher trainees in universities

At present, China's basic education is in the stage of implementing the new curriculum. With the adjustment of the new curriculum system, talent cultivation has become another key focus of normal universities. Many normal universities, as educational bases for teacher training, still adopt traditional talent training ideas and implement curriculum teaching work using the previous theoretical teaching system, without formulating educational plans to meet the new requirements of basic education. Under the traditional teaching mode and theoretical system of teachers, it is difficult for graduates from teacher training programs to meet the practical needs of basic teaching in the new curriculum [13]. At present, universities focus on the hardware requirements for students, measuring the quality of student development through English proficiency tests such as CET-4 and CET-6, Mandarin, handwriting, and computer proficiency exams, while neglecting the education of students' humanistic literacy. In addition, the arrangement of educational internship time in higher education institutions is not reasonable, and students' teaching practice time on the podium is relatively short, which is not conducive to the cultivation of practical abilities of teacher training students. A shorter period of time is also difficult to ensure the effectiveness of students' internships. Under this background, teacher education students are prone to having theoretical knowledge but insufficient practical abilities, resulting in a lack of teaching and educational skills, which has a negative impact on their employability.

3.Countermeasures for Employment Difficulties of Graduates from Normal Universities

3.1Enhance the employment confidence of teacher education students

Graduates from teacher training programs face many challenges in employment, which also make college graduates aware of the pressure of job competition. Many students are prone to develop pessimistic emotions under significant social pressure, leading to laziness and panic, which has a negative impact on the employment of teacher education students [14]. Therefore, normal universities need to strengthen the cultivation of the employment confidence of fresh graduates, listen to and handle their psychological feelings, and enable them to have a good employment mentality.

3.2Assist teacher training students in achieving independent entrepreneurship

At present, the employment rate of various universities is mostly calculated based on the year-end employment rate or one-time employment rate. In fact, this statistical method is not scientific, and some students who start their own businesses or have short-term employment have not been included in

successful employment. In today´s society where job opportunities are relatively reduced, self employment by labor force is also a good way to solve the difficulty of employment. College students not only solve their own employment problems through entrepreneurship, but also provide good employment opportunities for other unemployed individuals, which has a positive impact on the employment of normal university students. Universities can cultivate students´ concept of independent entrepreneurship through two aspects: firstly, encouraging teacher training students to establish entrepreneurial awareness and develop relevant abilities on this basis; On the other hand, it is to obtain support from all aspects of society and provide good entrepreneurial opportunities for graduates.

3.3Pay attention to the development of professional skills courses

The cultivation of students´ professional skills is a key training project in normal universities, with the main purpose of improving students´ professional knowledge literacy and equipping them with systematic teaching theory knowledge. Normal universities need to gradually adjust relevant courses and enhance the learning of professional skills courses for normal students. With the changing demand for teaching staff, professional skills training needs to become a key teaching project during the learning period, and professional training for normal students can be achieved through the development of teaching plans and training programs. In addition, teachers can flexibly apply professional theories within the scope of professional courses, strengthen their ability to observe, analyze, and solve students´ problems, and help students acquire various professional skills [15].

3.4Strengthening the teaching ability of teacher trainees

Education internship is the key to testing whether teacher education students meet the needs of society. Universities need to integrate education internship into the entire learning process of students, and can improve their practical teaching ability by encouraging them to participate in home tutoring training. Teacher education students can develop career plans in their freshman year and engage in short-term internship activities by combining ideal and belief education with professional knowledge; In my sophomore year, I recommended excellent students for internships based on their internships, and quickly and accurately solved various problems encountered by students, laying a solid foundation for the internships of all students; In the second half of the junior year, students can complete internships on the basis of employment guidance, make corresponding adjustments based on the practical problems reflected during internships, and lay a solid foundation for career adaptation; In my senior year, I can provide students with excellent job internships to improve their retention rate after graduation.

In summary, teacher education students do not have an advantage in the highly information-based competition, and their broad horizons have become a key factor affecting their employment success rate. Therefore, fresh graduates from normal universities need to correct their own mentality, focus on long-term employment prospects, and seek employment positions that meet their own needs and ideals.

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