

Psychological Adjustment Strategies of Vocational College Students' Employment Based on Psychological Capital

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Abstract: Employment psychological capital is a positive psychological force that can promote higher vocational college students to effectively solve the pressures and challenges they face in the process of employment. Combined with the problems and psychological conditions faced by students in higher vocational colleges, a questionnaire was designed to investigate from 11 aspects, such as the judgment of employment situation, employment pressure, employment prospect, the impact of major emergencies on employment, employment psychological guidance, employment competitive mentality, employment psychological preparation, employment hardship coping, employment expectation, employment psychological obstacles and job search failure. The psychological problems of vocational college students, such as employment incompetence, anxiety, lack of self-confidence, pessimism and lack of resilience, are not only reflected in the changing, complex and fierce employment environment, but also due to the insufficient development of psychological capital in the four dimensions of "self-efficacy, hope, optimism and resilience", which leads to unsatisfactory graduation results. Based on the analysis of the present situation, this paper puts forward some countermeasures for the psychological adjustment of students' employment in higher vocational colleges.

1. Introduction

Psychological state determines people's thoughts and behaviors, and the mental health of students in higher vocational colleges has always been the focus of our government and related educational institutions. As far as the graduation psychology of students in higher vocational colleges is concerned, the relevant institutions have conducted a large-scale survey among students in higher vocational colleges in China, and found that students in higher vocational colleges have more or less psychological troubles in choosing jobs. Some graduates are hit hard by the employment problem and feel confused about life; Some students will even escape the pressure of graduation by going to higher schools. It can be seen that there are common problems in graduates' employment psychology, so it has become an urgent problem to let students in higher vocational colleges have positive psychological capital and improve their employment ability. Therefore, it is

necessary to mobilize all social forces to help students solve psychological problems from multiple angles, which can not only improve the employment rate of graduates, but also alleviate the current employment crisis and achieve multiple goals[1-2].

2. The status quo of psychological capital of students in higher vocational colleges

Students in higher vocational colleges are different from other types of education students. From the aspects of employment rate, employment destination, initial employment salary, etc., the characteristics of lack of employability and general employment results are more obvious, and the employment psychological problems such as weak endurance, easy mood fluctuation, inferiority complex and incompetence are more intuitive. The root causes are both lack of employability and inadequate employment psychological preparation.

In recent years, the Ministry of Education, the Ministry of Human Resources and Social Security and other departments have made psychological problems one of the important measures to solve the employment problem. After combing the relevant research literature and enterprise-related research practice results, combined with the problems and psychological conditions faced by students in higher vocational colleges, a questionnaire was designed to investigate 11 aspects, including employment situation judgment, employment pressure, employment prospect, the impact of major emergencies on employment, employment psychological guidance, employment competitive mentality, employment psychological preparation, employment hardship response, employment expectation, employment psychological obstacles and job search failure. The survey sample selected 600 fresh graduates from 10 higher vocational colleges in China, and 581 questionnaires were collected, with a recovery rate of 96.8% and 532 valid questionnaires, with an effective rate of 91.5%. Judging from the employment situation, employment pressure and employment prospects, more than half of the students in higher vocational colleges think it is difficult to judge the employment situation, nearly 50% think there is great employment pressure, only 16% are optimistic about the future employment prospects, and 57% are pessimistic about the employment prospects. 89% of college students think that employment psychological guidance is essential and important, 12% of them have the idea of giving up, 31% of them are not sure about themselves, and 47% are afraid of competition, failure and want to escape. This shows that students in higher vocational colleges are in great need of employment psychology, especially in employment confidence, employment resilience and optimism. Judging from the performance of psychological preparation for employment, coping with employment difficulties and employment expectation, nearly half of the students are not psychologically prepared when they encounter unsuccessful employment, and only 14% of them are fully psychologically prepared. In the face of employment hardship, 36% of them choose to work first and then choose a job, 31% choose to choose a job first and re-employment, and 21% are engaged in further studies, entrepreneurship and unemployment. If there is a certain gap between the job search results and their employment expectations, only 20% students will accept it happily.

Judging from the psychological obstacles in employment and the failure in job hunting, the top three psychological obstacles in the employment process of higher vocational college students are frustration, anxiety and inferiority. If they fail in job hunting, the general students are mainly characterized by losing confidence, not making progress and being powerless.

Inferred from the above results, the psychological problems of vocational college students, such as employment incompetence, nervousness and anxiety, lack of self-confidence, pessimism and lack of resilience, are not only reflected in the changing, complex and fierce employment environment, but also due to the insufficient development of psychological capital in four dimensions: "self-efficacy, hope, optimism and resilience", which leads to unsatisfactory graduation results.

Therefore, it is an important task for higher vocational colleges to help applied undergraduates to have positive psychological capital, improve their psychological coping ability, change passive compromise into positive rational face, enhance their employment competitiveness and have high-quality employment opportunities[3-5].

3. The causes of employment psychological problems of vocational college students

3.1 Employment pressure is high

With the intensification of social competition, students in higher vocational colleges are facing increasing employment pressure. They may be worried that they can't find a satisfactory job, or that their employment competitiveness is insufficient. These pressures may lead to psychological problems in employment.

3.2 The concept of employment is unreasonable

Some vocational college students may have unreasonable or unrealistic expectations for employment, such as excessive salary, position and treatment. When their expectations are not in line with the actual situation, it may lead to loss and frustration.

3.3 Lack of career planning

Some students lack a clear career plan in the process of job hunting and don't know what their career direction and goals are. This may lead them to be blind and confused in job hunting, and they don't know where to start.

3.4 Lack of self-confidence

Some students may lack self-confidence and don't believe in their abilities and potentials. This psychological state may make them shrink back or dare not try more challenging jobs in the face of job hunting challenges.

3.5 Insufficient social support

It is also important for students to get support and encouragement from family, friends and schools when facing employment problems. Without such support, students may feel more anxious and helpless.

3.6 Employment information asymmetry

Some students may not know enough about the job market and are not clear about the current hot jobs and employment trends. Lack of accurate employment information may lead them to make irrational job-hunting decisions.

3.7 Lack of academic performance and practical experience

Some students may lack academic achievements and practical experience, which may affect their competitiveness in job hunting and increase the psychological burden of employment.

On the whole, there are various reasons for students' employment psychological problems in higher vocational colleges, which may be the result of the interaction of internal, external, personal

or social factors. Therefore, solving these problems requires the joint efforts of schools, families and society, providing more comprehensive support and help, guiding students to establish a correct concept of employment, making career plans, enhancing self-confidence and enhancing employment competitiveness, so as to better adapt to employment challenges[6].

4. Countermeasures and suggestions for the psychological adjustment of vocational college students' employment

4.1 Carry out positive group psychological counseling

The working group first recruits student volunteers who cooperate with the counseling teachers. Volunteers should have a correct understanding of employment psychology, and at the same time have organizational ability and are willing to cooperate with the whole counseling work. Their recruitment is completed in the form of an interview with the counseling teachers. Then volunteers assist teachers to recruit members of the working group, and according to the questionnaires and scales filled by students and interviews with students, students with the same employment psychological sensitivity are divided into one group according to their differences in employment psychology. It is advisable to have 7-9 people in a group, because the members in the group have certain commonality in the psychological level of employment, which is convenient for the members in the group to communicate and also allows students to know themselves better through others.

Visitors can face, examine and accept their inner world and emotions by creating sand table, experiencing sand table world, recording sand table and dismantling sand table. In view of the psychological problems of employment, we can incorporate some designs that reflect psychological capital into the sand table game. Through the group psychological sand table, students can understand the lack of their own psychological capital in employment and their attitude towards life, study and employment. They can also find their own problems in interpersonal communication and communication, so that students can better understand their own personality characteristics and realize that everyone has their own characteristics in psychological capital, and then try to solve problems with their own strengths.

In group psychological counseling group activities, teachers should set themes, and volunteers should help carry out activities in different working groups. For example, in the first group activity, the trust among members was enhanced by jointly designing and signing the group convention; Arrange some activities that challenge the limits of self-body under the conditions permitted by the activity venue, and help students build a more tenacious psychology through physical challenges; Carry out mock interviews to help students understand the job-hunting process, so as to reduce their pressure and fear of employment and enhance their self-confidence. After the activity, each student is required to share his experience, and the teacher can understand the whole activity process through the feedback of the students.

Facing the lack of time and space for offline activities, we can make full use of the advantages of the Internet, help students to establish online network mutual aid groups, help students from different schools and majors to build groups with richer members, and stimulate more abundant psychological counseling models.

4.2 Innovative talent training mode

In addition to integrating psychological capital and employment psychological promotion into students' daily management, psychological capital should also be introduced into the talent training program of higher vocational students, and the promotion of psychological capital should run

through the whole talent training link.

When students enter school, they should be evaluated by the psychological capital scale, understand the students' psychological capital, evaluate students' professional ability, personality and temperament types, and predict students' employment preparation and employment cognitive ability, so as to facilitate teachers to teach students in accordance with their aptitude.

At the same time, through the integration of production and teaching and the integration of teaching and learning, the teaching form is changed, and the psychological capital of students is improved in practice. For example: breaking the traditional university education mode, introducing enterprise work scenes into the classroom, and using the way of flipping the classroom to exercise students' resilience; Using the modern apprenticeship system, students can integrate into the employment environment in advance and make good preparations for employment by building industrial colleges[7].

4.3 Construction of precision employment guidance system in higher vocational colleges

The accurate employment guidance system is to guide students' employment by teaching students in accordance with their aptitude in the process of employment, and its goal is to help students make employment choices that really suit them. Facing the differences in employment psychology of higher vocational students and the cost of lacking psychological capital, we should use big data platform to establish a precise employment guidance system in line with the differences of students.

(1) Personalized employment service platform Personalized employment service platform should first customize the platform content according to students' needs, and design the service platform project from the actual needs of students. Based on the survey of students' psychological capital, students' daily performance, students' feedback data in group counseling and counselors' data, the platform has a comprehensive understanding of students' employment requirements, and then recommends suitable information for students from the beginning of freshman enrollment and provides employment guidance services.

(2) Refined employment information services Traditional employment information services in higher vocational colleges are basically waiting for enterprises to come to the door for recruitment, and the employment information is single, so it is difficult to meet students' diversified job-seeking needs. The employment guidance department of higher vocational colleges should collect information from a wider level and provide more targeted and effective employment information. The content of information should include not only the employment policy and entrepreneurship policy at the national level, but also the research on the trend of industry development and the macro-economic forecast. At the same time, it should join hands with major online recruitment platforms to provide students with employment information by using big data resources. The content of information push should also be more refined, and employment information should be pushed accurately according to the characteristics of students. At the same time, combined with students' information feedback on the platform, it analyzes students' needs and finds employment rules[8].

5. Summary

This paper sorts out the problems existing in the employment psychology of higher vocational college students, analyzes the causes of the problems, and puts forward corresponding solutions. This is conducive to cultivating students' optimistic and positive employment psychology in higher vocational colleges and realizing the goal of talent training in higher vocational colleges.

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