



Survey on the Current Employment Intentions of Preschool Education Majors--A Case Study of H College in Hohhot

Rina Su

Inner Mongolia Honder College of Arts and Sciences, Hohhot, China

Email:1980153644@qq.com

Abstract: Employment is the cornerstone of people's livelihoods. In his report at the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping explicitly proposed the implementation of an employment-first strategy to promote high-quality and adequate employment. This research takes H Private Higher Education Institution in Hohhot City as its research object, primarily employing research methods such as questionnaire surveys, interviews, and literature reviews. By distributing questionnaires to understand the employment intentions of early childhood education majors, targeted employment guidance is provided based on students' employment intentions, and students are helped to establish correct and reasonable employment perspectives, thereby improving the employment rate of university graduates. The research findings indicate that universities in Hohhot actively implement and enforce employment policies, striving to promote university student employment. However, in actual employment work, efforts primarily focus on promoting student employment through macro-level employment policies, lacking targeted employment guidance and a deep understanding of students' employment needs. Survey results revealed that 51.02% of students were uncertain about whether they would pursue careers related to their majors, while only 26.53% were certain they would pursue such careers. This indicates that current college students are confused about their career directions. Universities should, while implementing employment policies, gain a deeper understanding of college students' employment needs to address their employment issues effectively and assist them in achieving high-quality employment.

Keywords: Private university; Early childhood education major; Employment intentions

I. Introduction

In 2022, General Secretary Xi Jinping proposed the implementation of an employment-first strategy in his report at the 20th National Congress of the Communist Party of China[1]. In September 2024, the Central Committee of the Communist Party of China and the State Council put forward relevant opinions on implementing the employment-first strategy to promote high-quality and full employment[2]. To facilitate better employment opportunities for college graduates, government departments and universities nationwide have responded to national policies by implementing various measures to support university graduates' employment. Of course, the Hohhot Municipal Government and universities are also involved. In 2025, Hohhot City will focus on "industry-driven growth, policy support, entrepreneurship promotion, training enhancement, and service facilitation" to encourage college students to actively engage in entrepreneurship, increase entrepreneurship subsidies, conduct skill training, and so on. As a result, the employment capacity for students continues to expand, and employment quality gradually improves[3]. Hohhot's universities have implemented various measures to enhance college graduate employment rates, including visiting enterprises to expand job opportunities and increasing the frequency of campus recruitment events.

In recent years, the total number of university graduates entering the job market in China has continued to rise, with college students facing a challenging employment landscape. By 2025, the number of university graduates is projected to reach 12.22 million, setting a new record high. However, the irrational industrial structure and supply-demand imbalance in the job market have further exacerbated the severity of the employment situation[4]. Therefore, conducting research on the employment situation of higher education institutions and the implementation of employment policies is an urgent priority. Private higher education institutions have unique characteristics in terms of their educational nature and student population. Studying the employment intentions of students from private higher education institutions, as well as the implementation and execution of employment policies, holds significant practical significance and aligns with current policy requirements. Based on this, the research project takes Hohhot's H Private University as a case study to investigate the employment intentions of early childhood education majors and the implementation of employment policies, proposing optimization strategies to promote employment.

II. Research Methods

2.1 Literature Review Method

Analyze the employment promotion policy documents of H University in Hohhot City to examine the policy framework and its evolving trends. Collect relevant literature on employment promotion policies for university graduates both domestically and internationally, review the current state of research, and provide a theoretical foundation for this study. This study combines theoretical exploration with practical investigation, emphasizing academic and practical innovation.



Key terms such as “employment policies” and “university employment promotion initiatives” were searched, and corresponding journal articles, master's theses, and doctoral dissertations were analyzed and organized to understand the current research status on the implementation and execution of employment promotion policies for university graduates. This provides a theoretical foundation for this study and offers corresponding basis for the design of the survey questionnaire.

2.2 Questionnaire Survey Method

This study designed the “Survey Questionnaire on Employment Intentions of College Students” [5][6], targeting college students majoring in early childhood education at H University in Hohhot who are about to graduate. This study conducted descriptive statistical analysis and data analysis on the basic data of college students' employment intentions, understood the current status of employment intentions among early childhood education students, analyzed the factors influencing college students' employment intentions, and provided a foundation for the subsequent evaluation of the implementation and effectiveness of university employment policies.

III. Current Status of Employment Intention Survey for Preschool Education Majors at H University

3.1 Descriptive statistical analysis of students' employment intentions

Table 1 Survey of students' basic information

Variable	Category	N	percentage (%)
gender	Male	16	8.16
	Female	180	91.84
Origin of student	city	88	44.9
	rural areas	108	55.1
Total		196	100

The survey participants were selected from college students majoring in early childhood education at H University in Hohhot. The total number of participants was 196, with males accounting for only 8.16% and females accounting for 91.84%. The survey found that there was little difference between the rural and urban origins of the college students. Among them, 55.1% were from rural areas, while 44.9% were from urban areas.

3.2 Survey on students' career intentions related to their major

Table 2 Survey on Employment Related to Major

Are you engaged in work related to your field of study?	N	Percentage (%)
Yes	52	26.53
No	44	22.45
uncertain	100	51.02
Total	196	100

Table 2 shows that college students are unclear about whether they will engage in work related to their major. Only 26.53% of college students are certain that they will engage in work related to their major, 22.45% are certain that they will not engage in work related to their major, and more than half (51.02%) are uncertain about whether they will engage in work related to their major. This indicates that college students are still uncertain about their career prospects. The main reasons are that students lack understanding of the job market and there are gaps in the relevant institutional support.

3.3 Current Status of Student Employment Expectations Survey

Table 3 Survey on College Students' Employment Expectations

Project	Type	N	Percentage (%)
Expected industry type	Culture, Experience, and Entertainment Industry	26	13.27
	education sector	128	65.31
	Public administration, social security, and social organizations	17	8.67
	other industries	25	12.76
	Government or state administrative agency	55	28.06
	Public institutions, primary and secondary schools, and scientific	121	61.73

	research institutions		
	Company	10	5.1
	Start your own business	10	5.1
Desired job type	Teaching and education position	113	57.65
	Administrative Management	46	23.47
	Position		
	Civilian position	18	9.18
	Others	19	9.69
	Hohhot	34	17.35
Desired employment location	Place of origin	117	59.69
	Beijing, Shanghai, Guangzhou, and Shenzhen	6	3.06
	Other provincial capitals	32	16.33
	western region	2	1.02
	Rural areas or grassroots levels	5	2.55
Expected monthly salary	4000-5000 元	35	17.86
	5000-6000 元	83	42.35
	6000-7000 元	38	19.39
	8000 元以上	40	20.41
Total		196	100

Table 3 shows that the highest proportion of college students (65.31%) aspire to work in the education industry, primarily because the surveyed students are majoring in early childhood education; 13.27% of college students aspire to work in the cultural, experiential, and entertainment industries; 8.67% aspire to work in public administration, social security, and social organizations; and 12.76% aspire to work in other industries. This survey result indicates that the education industry holds strong appeal in the current job market, which may be related to the increasing importance society places on education.

Table 3 shows that the majority of college students (61.73%) expect to work for public institutions, primary and secondary schools, and research institutions in the future. Students who expect to work for the government or state administrative agencies account for 28.06%, while those who expect to work for enterprises or start their own businesses account for 5.1% each. This indicates that most college students expect their future jobs to be stable and secure.

Table 3 shows that the types of jobs college students hope to get are mainly teaching and education positions, accounting for 57.65%. The percentage of college students who hope to get administrative management positions is 23.47%, while those who hope to get clerical positions account for 9.18%. Other positions account for 9.69%. This indicates that college students still hope to pursue careers related to their education majors in the future. Combining Tables 2 and 3, the surveyed students are more willing to become elementary or secondary school teachers rather than kindergarten teachers. The main reason is that kindergarten teachers have complicated work and low salaries, while primary and secondary school teachers have higher salaries and higher social status.

Table 3 shows that college students are more willing to return to their hometowns for employment, accounting for 59.69%. Among college students, 17.35% are willing to work in Hohhot City, 16.33% are willing to work in other provincial capital cities, Only 3.03% of college students are willing to work in major cities such as Beijing, Shanghai, Guangzhou, and Shenzhen, while 2.55% are willing to work in rural areas or at the grassroots level. The lowest proportion, at just 1.02%, are willing to work in western regions. This indicates that college students prefer to work in familiar environments.

Table 3 shows that the highest proportion of college students expect a monthly salary of 5,000–6,000 yuan, accounting for 42.35%. The proportion of college students expecting a monthly salary of over 8,000 yuan is 20.41%, and the proportion expecting a monthly salary of 6,000–7,000 yuan is 19.39%. The proportion of college students expecting a monthly salary of 4,000–5,000 yuan is 17.86%. Compared to other options, the proportion choosing the 5,000–6,000 yuan range is significantly higher than other ranges, indicating the attractiveness of this salary level in the current job market.

3.4 Factors influencing students' employment choices

Table 4 Factors Affecting Employment Choices

Project	N	Percentage (%)
Salary	182	92.86
Work environment	153	78.06
Room for growth	111	56.63
Personal interests	115	58.67

Table 4 shows that most college students believe that salary is the main factor influencing their employment choices, accounting for 92.86% of respondents. The second most important factor is the work environment, accounting for 78.06%

of respondents. Some students believe that career development opportunities also influence their employment choices, but compared to other factors, this accounts for the smallest proportion (56.63%). This survey result demonstrates the importance of economic interests in job-seeking decisions.

3.5 Students' strengths and weaknesses in terms of employment

Table 5 Analysis of Self-Employment Status

	Project	N	Percentage (%)
Employment advantages	Solid professional knowledge	56	28.57
	Extensive practical experience	39	19.9
	Strong communication skills	83	42.35
	high affinity	159	81.12
	Others	67	34.18
Underemployment	Lack of practical experience	154	78.57
	Lack of professional skills	113	57.65
	Communication skills need improvement	102	52.04
	Others	23	11.73

Table 5 shows that among all options, the highest proportion (81.12%) selected “high affinity.” This indicates that college students generally believe they possess high affinity and consider this to be an important competitive advantage in employment. However, other areas of strength need improvement, with communication skills accounting for 42.35% and professional knowledge for 28.57%. Among all options, the highest proportion (78.57%) selected “lack of practical experience,” followed by

“insufficient professional skills” at 57.65%. This survey result indicates that college students need to gain more practical experience and enhance their professional skills to improve their competitiveness in the job market.

3.6 Students want universities to provide employment assistance

Figure 1 shows that college students most hope that university will provide more employment information, accounting for 88%; Of course, students also hope that university will provide more targeted internship opportunities, accounting for 60.71%, as they aim to enhance their practical skills through internships; 57.14% of college students hope that university will organize campus job fairs. The surveyed students primarily major in early childhood education, so they particularly hope that university will offer more specialized education-focused job fairs. This indicates that the support provided by universities can enhance students' employment competitiveness and facilitate employment outcomes.

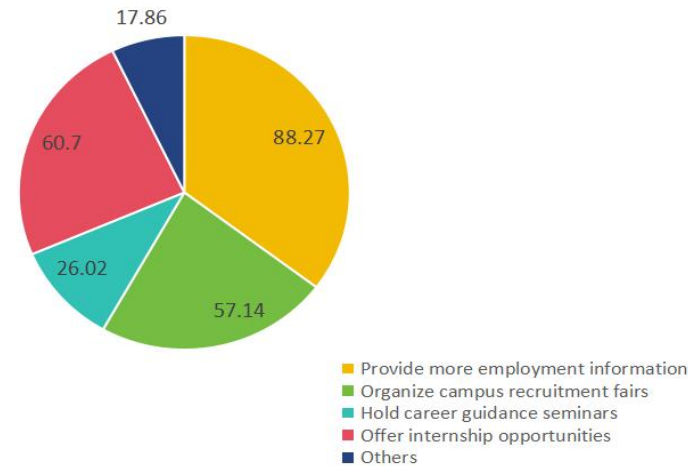


Figure 1 Employment assistance students would like their universities to provide

IV. Discussion and Implications

4.1 Discussion

According to the survey results, although most students are uncertain about their chosen industry, public kindergartens and the education industry remain the top choices among respondents. This indicates that despite challenges such as declining

birth rates and low salaries, students' enthusiasm for the education industry remains strong. Therefore, university and education departments should strengthen their promotion of education, enhance its appeal, and improve salary and benefits to attract top talent from universities.

Additionally, the survey results show that salary and benefits are the primary factors influencing employment choices, but lack of practical experience is widely regarded as the biggest shortcoming among students. This finding suggests that universities should increase the number of practical courses and provide more internship opportunities for students to help them gain practical work experience and enhance their employment competitiveness.

Finally, students' demand for career guidance is concentrated in areas such as employment information, resume and interview skills, and career planning. It is recommended that university establish a diversified career guidance curriculum system, combine internships with corporate partnerships, and provide ongoing employment support to help students better adapt to the complex job market.

4.2 Implications

4.2.1 Guide graduates to establish a scientific employment concept

University career services staff urgently need to scientifically guide students' employment perspectives through systematic career guidance courses, employment seminars, and other diverse channels to help students establish correct and scientific employment perspectives, fostering a rational career development philosophy of “employment first, career selection later” [7]. Specific measures can be advanced from the following three aspects.

First, improve career guidance courses. Integrate scientific career concepts into the entire course process, adding content such as career awareness, self-awareness, and industry analysis. Through case studies and scenario simulations, guide college students to recognize the importance of choosing a major that aligns with their career goals for long-term professional development, and to understand the dialectical relationship between salary levels, career development, and personal abilities. Additionally, during the course, invite outstanding professionals from various types of companies to share their career development experiences, particularly successful cases from private enterprises where individuals have achieved both professional success and personal fulfillment. This will help break down students' preconceptions about different types of companies[8].

Second, strengthen publicity and guidance on employment concepts. Utilize university public accounts, employment websites, and themed class meetings to promote successful employment cases from multiple perspectives, showcasing the career development paths of workers in different industries and types of enterprises to change the entrenched mindset of “only civil service positions matter” and “only high salaries matter.” In addition, the university invites outstanding alumni to share their employment experiences through a combination of online and offline methods, using the power of role models to guide college students to establish open and inclusive employment concepts[9].

Third, establish a platform for interactive exchange of employment concepts. University should regularly hold employment concept debates, where students debate different topics such as “professional alignment and career development” and “stable work and career challenges” to gradually correct one-sided perceptions through the collision of ideas[10]. In addition, university can invite corporate HR personnel to communicate face-to-face with students to help them understand corporate recruitment requirements, talent cultivation models, and career development paths, thereby enhancing students' recognition of different types of corporate employment options.

4.2.2 Increase practical skills training to enhance the employ ability of college students

The survey found that 78.57% of college students generally believe that they lack practical skills, which reduces their competitiveness in the job market. Therefore, universities should strengthen the cultivation of students' practical skills. First, they should increase the number of practical skill class hours, simulate real-life scenarios in the classroom, help students understand and use actual work situations, and gradually improve their practical skills through simulated training. Second, they should increase students' internship opportunities. University should regularly organize students to participate in visits to kindergartens and early education institutions, as well as professional internships, allowing students to experience the front lines of work firsthand, gain an intuitive understanding of the development potential and opportunities of different types of organizations, and gain a deeper understanding of the specific job responsibilities and workflows of staff members, thereby preparing for employment in advance. Finally, the university should establish a fixed school-enterprise cooperation internship base to provide students with opportunities to engage with employment positions[11]. This will help students identify their strengths, weaknesses, and career interests through practical experience, adjust their employment skills accordingly, and enhance their employment competitiveness.

4.2.3 Enhance social participation and promote employment through multi-party collaboration

Employment is an important issue of concern to society as a whole. Efforts by universities alone are far from sufficient. The implementation and enforcement of employment promotion policies require the participation of all parties. The government, universities, employers, graduates, families, and the media should coordinate and work together, each playing their respective roles, to jointly achieve employment policy goals.

First, the government should play its regulatory role[12], reasonably allocating talent and job resources among different institutions, with particular attention to the unique characteristics of private universities. Employment policies may be appropriately tilted toward private universities to assist them in effectively implementing and enforcing employment policies. Second, universities should maintain a proactive attitude toward employment work, clearly understand the employment needs of their students, conduct in-depth research and master employment policies, adhere to the principle of serving students, and carry out teaching reforms, employment guidance, and other related work to concretize employment efforts. Employers are the key entities responsible for implementing employment policies and the ultimate destination for university graduates. Therefore, employers should assume social responsibility, adhere to open and fair recruitment and talent cultivation practices, and establish harmonious and mutually beneficial relationships with universities. Of course, the most important group in the employment process is college students. During their university years, they should maintain a positive mindset, develop career plans based on their own characteristics, continuously enhance their capabilities, actively analyze employment policies, and strive to achieve employment. Finally, families and public media also play a significant role in employment efforts. Families serve as a strong support system for college students during their employment process. Families should encourage and support college students' employment aspirations and actions, promoting their proactive engagement in employment[13]. Public media should intensify their interpretation and promotion of employment promotion policies, guiding college students to develop scientific employment concepts and assisting them in actively securing employment.

VI. Conclusion

Through surveys on college students' employment intentions, it is evident that most college students currently harbor unclear and uncertain attitudes toward their future employment prospects. They not only lack a clear understanding of their own career interests and skill levels but also struggle to gain a comprehensive grasp of the dynamic demands of the job market and industry trends. The majority of students do not consider professional alignment and instead prioritize salary levels as their primary criterion; simultaneously, most students explicitly state a preference for public sector employment, demonstrating low recognition of private enterprises. Such employment attitudes make it difficult for college students to find suitable and satisfactory jobs upon graduation, which exacerbates their employment anxiety and also affects the implementation and enforcement of employment policies. In summary, the surveyed college students face numerous challenges in their employment choices; however, through policy support, industry standardization, and collaborative efforts from schools, there is still potential for new development opportunities in the education sector in the future.

This study had a small sample size, with all respondents being preschool education majors, resulting in a lack of broad representativeness in the research results. In the future, the scope of the study will be expanded to include students from different majors and universities, thereby further deepening this research.

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