

# *The Reasons and Countermeasures for the Difficulty of High Quality Employment for Undergraduate Students in the Liberal Arts*

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**Abstract:** At present, under the impact of the digital economy, the phenomenon of difficult employment for humanities undergraduate students is becoming increasingly apparent. Facing this severe employment situation, how to improve the employment quality of liberal arts undergraduate students is a problem worth considering for every university. This article concludes through research and analysis that the main reasons for the difficulty of high-quality employment for liberal arts undergraduate students include a lack of comprehensive ability, insufficient awareness of high-quality employment, inaccurate positioning, and insufficient confidence. Based on this, effective measures for universities to promote high-quality employment for liberal arts undergraduate students are proposed.

## 1. Introduction

In recent years, the employment situation in China has shifted from "expanding employment" to achieving "high-quality employment"[1]. According to data, the number of graduates from ordinary universities in China in 2023 is expected to reach 11.58 million, an increase of 820000 compared to the same period last year. The number of graduates continues to increase, coupled with employment groups such as unemployed graduates and returning international students, the employment pressure is unprecedented. As the main force of employment, the difficulty of employment for college students has always been a hot topic in society, and it is crucial to improve the quality of their employment. It is necessary to attach great importance to the employment of college students in order to adapt to the development of the new situation[2].

## 2. Reasons for the Difficulty of High Quality Employment for Liberal Arts Students

The so-called high-quality employment can be summarized as expressing satisfaction with the results of employment and meeting or even exceeding the expectations of all parties. Specifically, it means achieving full employment, high paying employment, suitable employment, and satisfactory employment[3]. Our common high-quality employment mainly includes taking the public and postgraduate entrance examination, state-owned enterprises, grassroots employment, and enlisting

in the military. The reasons for the difficulty of high-quality employment among liberal arts students are complex and diverse. Through research and analysis, this article concludes that the main reasons for the difficulty of high-quality employment among college students are as follows:

### **2.1. Poor comprehensive ability**

Liberal arts majors often tend to be theoretical in nature, with most students learning knowledge that is too general, leading to the misconception of only learning knowledge from books and making it difficult to practice in reality. Moreover, there are not many professional skill certificates involved in this major, which cannot concretely reflect professionalism. For example, science majors can engage in highly specialized jobs as well as liberal arts majors such as secretaries and administration, but humanities majors do not have the ability to engage in some of the highly technical jobs mentioned earlier. However, some large and high-quality employers have relatively high recruitment standards. Even for liberal arts positions, they may have high requirements for work experience, communication skills, practical experience, computer skills, and other aspects. As a result, many students may not be able to fill relevant positions and lose high-quality employment opportunities.

### **2.2. Lacking of awareness of high-quality employment**

At present, some students are not clear about the concept of high-quality employment and do not understand which types of employment belong to high-quality employment. On the one hand, it is because some students have formed a fixed mindset about their future employment choices, believing that studying humanities can only be for taking the civil service entrance examination, postgraduate entrance examination, becoming a teacher, or working as a civil servant in a cultural industry company. Little do they know that there are still many high-quality job opportunities to choose from. For example, the grassroots employment programs strongly supported by the government include the Three Supports and One Assistance Program, the Western Plan, the Rural Revitalization Plan, and joining the military, all of which belong to high-quality employment positions. Some students only focus on a certain industry, which limits their employment choices. They are unaware that state-owned financial industries such as banking and postal services will also recruit their majors, thus missing out on many high-quality job opportunities. On the other hand, some students have many problems with their employment values, such as utilitarianism in employment values and conflicting attitudes when choosing careers. Students may be aware of these high-quality employment opportunities, but may not be able to choose them due to various reasons.

### **2.3. Inaccurate positioning**

Affected by the current economic downturn and the professional nature of liberal arts, most liberal arts students choose to work within the system or take the postgraduate entrance exam during their graduation season. The popularity of these exam registrations is increasing year by year, and competition is exceptionally fierce.

According to statistics, in 2022, 31200 central government agencies and their directly affiliated institutions were recruited as civil servants, with a total of 2.123 million applicants nationwide, with a competition ratio of 68:1. The number of students enrolled in the national master's degree examination program is about 1.1 million, with 4.57 million applicants, an increase of 800000 or 21% compared to the previous year. But the waves wash away the sand, what is the winner? This also leads to students' inaccurate positioning of themselves.

The inaccurate positioning of students is mainly reflected in two aspects: firstly, the hot competition in the public and postgraduate entrance exams, and the low admission rate. The key time for preparing for these exams is usually from July to November, which is also the golden time for most high-quality enterprises to recruit. Some students here may just blindly follow the trend, without a clear employment direction, and see that everyone around them is preparing, and they also fall into a "trap" with the flow, without a reasonable positioning based on their actual situation. Therefore, excessive clustering will only make these students miss out on other employment opportunities. On the other hand, some students blindly pursue prestigious schools or good positions in their preparation for exams. Due to the large number of applicants for liberal arts exams and high score lines, this invisibly increases their difficulty and burden, and many students fail to make reasonable choices.

### **3. Countermeasures and suggestions for solving problems**

Through research and analysis of the reasons why it is difficult for undergraduate students in humanities to achieve high-quality employment, the following suggestions are proposed to schools, hoping to help students enhance their competitiveness in employment, promote their growth and success, and achieve high-quality employment.

#### **3.1. Enhancing students' comprehensive abilities**

As a liberal arts student, we not only need to improve their literary literacy, but also pay attention to the cultivation of their comprehensive abilities. For example, allowing students to engage in interdisciplinary learning, learning courses that are different from their majors but related, such as computer science and accounting, to expand their knowledge areas. Professional courses such as Accounting and management can be set up on the basis of professional courses of liberal arts, so as to ensure the teaching quality and strengthen the connection between teaching content and social development.

Actively carrying out internship and practical activities. Conducting professional internships and other projects to help students adapt to society in advance, accumulating experience over time, and integrating it into their knowledge. Organizing students to participate in social practice activities, leading students to carry out teaching activities during winter and summer vacations. Which enables students to understand social reality, enhance their social adaptability, enhance their professional competitiveness, and thus compete more flexibly and have advantages in high-quality enterprises.

#### **3.2. Strengthening employment guidance for students**

Firstly, it is necessary to strengthen students' ideological education and help them establish a correct outlook on employment[4]. Encouraging students to shoulder the responsibility of the times, actively respond to the call of the country, go to the west, grassroots, military camps, and display their talents and aspirations where the country needs them. It is necessary to provide a detailed introduction to the corresponding national preferential policies among students, so that they can understand the policies and high-quality positions. Secondly, we should actively expand employment channels and provide high-quality employment information and opportunities for students through online and offline channels. We can rely on online platforms, utilizing official websites, WeChat, QQ and other online media to push employment information. Besides, we can also actively organize students to participate in campus recruitment organized by the school offline, which can help students seize every high-quality employment opportunity. Finally, it is necessary to assist students in providing job guidance, creating job resumes, guiding interview skills, and

ensuring that 'classes are suspended without interruption, and guidance is uninterrupted'. At the same time, outstanding graduates of the current year are invited to share their experiences, answer questions and dispel doubts with students through online conferences, class meetings, lectures, and other forms, in order to avoid detours in the future job search path and improve the success rate of high-quality enterprises.

### 3.3. Reasonable positioning

One is to help students understand the current employment situation and not become addicted to the internal exam papers of "taking the public entrance examination and postgraduate entrance examination". They should re-examine ourselves, avoid being vulgar or blindly following, conduct self-evaluation rationally and objectively, recognize reality, position ourselves reasonably, dynamically adjust expectations, and participate more in recruitment for high-quality enterprises. The second is to provide targeted suggestions for students to apply for the exam, fully measuring their personal characteristics, strengths, and hobbies, setting reasonable goals, and helping students achieve high-quality employment.

### 3.4. Strengthening innovation and entrepreneurship education

Entrepreneurship is a very effective way for students to find high-quality employment [5]. Schools should actively provide innovation and entrepreneurship education to students, helping them find employment opportunities in the field of innovation and entrepreneurship. Schools should encourage students to actively participate in innovation and entrepreneurship courses such as GYB and SYB. Through systematic course learning, students can understand the basic conditions and relevant government laws and regulations required for independent entrepreneurship, guide them on how to choose entrepreneurial projects, and train their entrepreneurial qualities. At the same time, it can also help students establish a correct sense of entrepreneurship, objectively analyze their own advantages, enhance their innovation and entrepreneurship abilities, and promote entrepreneurship to drive high-quality employment.

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