

# Analysis of the Causes of the “Slow Employment” Group among College Students and Research on Precise Employment Promotion Strategies

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**Abstract:** This paper aims to deeply explore the causes of the “slow employment” phenomenon among college students and propose targeted and precise employment promotion strategies. Research suggests that “slow employment” is the result of the interwoven effects of multiple factors, including individuals, families, society, and the economy. Specifically, it is manifested in the transformation of college students’ career concepts towards “value realization”, the buffer space provided by family support, and the fluctuation of high-quality job supply due to macroeconomic structural adjustment. To address this challenge, this paper constructs a precise employment promotion strategy system with universities and the government as the main bodies, emphasizing the improvement of the efficiency of person-job matching through personalized employment guidance, deepening school-enterprise cooperation, optimizing policy supply, and resource integration. Finally, from the perspective of empirical analysis, this paper puts forward optimization suggestions such as establishing a dynamic early warning mechanism and improving the effect evaluation system, with the aim of providing theoretical references and practical paths for guiding the “slow employment” group to make rational plans and achieve smooth employment.

**Keywords:** Slow employment; Precise employment promotion; Cause analysis; Employment strategy; Employment of college students

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## 1. Introduction

The employment of college students is an important issue related to social stability and high-quality development. “Slow employment”, as a phenomenon that has become increasingly prominent among college graduates in recent years, has transcended the traditional category of unemployment and is manifested as a transitional state of actively or passively delaying entry into the labor market. This trend not only reflects the profound changes in the career values of the younger generation but also poses new challenges to the existing

employment service system and policy effectiveness. Current research needs to go beyond the description of phenomena, systematically analyze the multi-dimensional driving forces behind them, and construct effective intervention strategies. Based on this realistic background, this article first deconstructs the formation mechanism of the “slow employment” group from three aspects: individual psychological expectations, family and social environment, and macroeconomic policies. Furthermore, focusing on the concept of “precision”, this paper explores how universities and the government can achieve collaborative innovation in guidance services, platform construction, and policy support. Ultimately, through empirical analysis and evaluation, a data-driven decision-making basis is provided for optimizing employment promotion work, aiming to enhance the forward-looking and effectiveness of employment work.

## **2. Analysis of the causes of the “slow employment” group among college students**

### **2.1. Personal factors and psychological expectations**

Behind the phenomenon of “slow employment” among contemporary college students, changes in personal factors and psychological expectations have played a key driving role. With the improvement of material conditions and the general enhancement of educational levels, college students’ employment concepts have shifted from the traditional “survival employment” to “value employment” <sup>[1]</sup>. They are no longer content with merely finding a job to make a living, but pay more attention to personal interests, career development, and the realization of self-worth. When there is a significant gap between the actual position and the ideal expectation, some students would rather wait temporarily than “settle” for employment. In addition, in the face of fierce market competition, some students have significant anxiety about their abilities and lack of preparation. They feel that their knowledge reserves and practical skills are still insufficient to meet the challenges of the workplace. Therefore, they actively choose “slow employment” as a buffer period and enhance their competitiveness through means such as postgraduate entrance examinations, civil service examinations, and participating in skills training <sup>[2]</sup>. Meanwhile, the spread of negative information about the “996” work schedule and the pressure of internal competition in the workplace has also intensified the fear and evasion mentality of some graduates, making them resistant to directly entering society and inclined to reposition their life direction through a period of reflection and exploration. This kind of “Gap Year” choice is gradually evolving from an individual phenomenon to a transitional approach accepted by some groups.

### **2.2. Family support and social environment**

As an important supporting system, the family’s concept and economic conditions provide a realistic possibility for “slow employment.” At present, the majority of college graduates are born in the 2000s, and their parents’ generation is mostly born in the 1970s <sup>[3]</sup>. The overall family economic capacity is relatively strong, and they can provide financial support for their children for a period of time after graduation, eliminating their sense of urgency to immediately seek employment to make a living. This “continuous supply” guarantee gives graduates a greater space for trial and error and confidence in making choices when choosing a career. In terms of mindset, many families have higher expectations for their children’s education and support them in pursuing higher academic qualifications through postgraduate entrance examinations, studying abroad, or preparing for “high-quality positions” within the system, such as civil servants and public institutions, even if it takes a longer time. From the perspective of the social environment, society’s

tolerance for diverse paths to success has increased. “Slow employment” is no longer simply equated with “unemployment” or “failure”, but is interpreted by some public opinions as a cautious and responsible attitude towards life <sup>[4]</sup>. Meanwhile, the new economic form has given rise to a large number of flexible employment forms, such as freelancing and the platform economy. The successful cases of these non-standard employment models have also imperceptibly changed society’s perception of traditional career paths, providing a legal basis and social atmosphere for various attempts during the “slow employment” period.

### **2.3. Economic situation and policy impact**

The macroeconomic situation and industrial structure adjustment are the decisive forces shaping the basic situation of the job market, directly affecting the scale and structure of the “slow employment” group among college students. Against the backdrop of a shift in economic growth and increasing downward pressure, the capacity of some traditional industries to absorb employment has weakened. Meanwhile, the development of emerging industries is still in the process of cultivation and expansion. There is a phased contradiction between the number of high-quality positions they can provide and the rapidly growing number of college graduates, which has intensified the employment competition of “more monks than rice” and objectively prolonged the job-hunting cycle of some graduates. On the other hand, the vigorous development of the digital economy and platform economy, although creating new forms of employment, their unstable and temporary characteristics also make some graduates hesitate when facing choices, and they tend to spend more time observing and comparing <sup>[5]</sup>. From a policy perspective, the state has introduced a series of preferential policies to encourage college students’ employment and entrepreneurship, such as guaranteed loans for entrepreneurship and social security subsidies. However, it will still take time for these policies to be widely publicized and effectively implemented. Some graduates are not familiar with the details of these policies and do not make full use of them. At the same time, the expansion of higher education enrollment, while enhancing the quality of the nation’s citizens, has also led to changes in the relative value of academic qualifications in the job market. Some students, in order to stand out in the competition, have no choice but to extend their education years or invest more time in preparing for various qualification certifications, thus passively or actively joining the “slow employment” ranks.

## **3. Construction of precise employment promotion strategies**

### **3.1. Personalized employment guidance services**

The primary task in building a precise employment promotion system is to drive the transformation and upgrading of employment guidance services in colleges and universities from “broad-spectrum” to “personalized.” The traditional “flooding” style of employment guidance is no longer able to meet the diverse demands. It is necessary to establish a career development education system that runs through the entire university process. From the first year of college, scientific career assessment tools should be used to help students conduct self-awareness and career exploration, and clarify their initial development direction. For senior students, one-on-one career counseling and resume and interview guidance should be provided, with a focus on addressing the specific pain points they encounter during the job search process. For students with a tendency towards “slow employment”, the employment guidance center should take the initiative

to intervene. Through in-depth interviews, it should understand their core demands — whether it is due to ability panic, goal confusion, or overly high expectations. Based on this, personalized ability improvement plans or career exploration programs should be customized, such as recommending participation in short-term specialized skills training programs or arranging for experiential internships in related industries <sup>[6]</sup>. Mental health counseling should be strengthened to help students relieve employment anxiety and establish a positive job-hunting attitude. By establishing employment tracking files for graduates, continuous care and guidance are provided to students who have left school but are still unemployed, ensuring that employment services are not interrupted and effectively guiding them to smoothly transition from a “slow employment” state to a “fast employment” or “good employment” state.

### **3.2. School-enterprise cooperation and platform construction**

To solve the problem of the mismatch between supply and demand of talents, deepening school-enterprise cooperation and building an efficient information platform are the core approaches. Colleges and universities should take the initiative to “go out”, establish strategic cooperative relations with key industries and leading enterprises, jointly design training programs, set up “order-based” training classes, and jointly build modern industrial colleges, seamlessly connecting industrial demands with the talent cultivation process, so that what students learn is highly consistent with market needs. Educators should vigorously expand high-quality internship and practice bases to ensure that students can gain valuable industry experience and job skills during their school years, and shorten the adaptation period after entering the workforce. At the same time, efforts should be made to actively “bring in”, regularly holding small-scale and precise job fairs by industry and major, inviting HR representatives from enterprises and alumni representatives to give lectures on campus, providing students with first-hand industry information and job-hunting experience <sup>[7]</sup>. In terms of digital platform construction, it is necessary to rely on big data and artificial intelligence technologies to create a smart employment service platform integrating job push, resume submission, policy consultation, and online guidance. This platform can intelligently analyze students’ professions, interests, and ability characteristics, precisely match them, and proactively push suitable internship and job positions. At the same time, it accurately recommends qualified candidates to the enterprise end, greatly improving the efficiency and success rate of person-job matching, breaking down information barriers, and pressing the “acceleration button” for graduates’ job hunting.

### **3.3. Policy support and resource integration**

Precise and powerful policy support and resource integration at the government level are the guarantee for guiding and promoting the smooth employment of the “slow employment” group. Policy formulation needs to be more targeted. For instance, for micro, small, and medium-sized enterprises that absorb recent graduates, especially the “slow employment” group, greater tax reductions, social security subsidies, and job retention rewards should be provided to stimulate the enthusiasm of market entities to offer more job opportunities. For graduates who are flexibly employed or start their own businesses, the approval process should be simplified, policies such as entrepreneurship subsidies, guaranteed loans for entrepreneurship, and tax and fee preferences should be implemented, and convenient services such as personnel agency and social security continuation should be provided to eliminate their worries. It is necessary to enhance cross-departmental collaboration, integrate resources from various departments such as education,



human resources, and social security, and industry and information technology, and build a unified and interconnected national platform for graduate employment services, to centrally release authoritative job information, policy interpretations, and market trends <sup>[8]</sup>. Encourage and support the participation of social forces, such as purchasing employment guidance services from professional human resource agencies and cooperating with well-known recruitment platforms to carry out special employment promotion activities, to form a joint force for employment promotion involving the government, universities, the market and society, and weave a comprehensive, multi-level and sustainable support network for “slow employment” graduates.

## **4. Empirical analysis and optimization suggestions**

### **4.1. Data collection and case analysis**

To ensure the effectiveness of the strategy, it must be based on solid empirical research. Detailed data on the “slow employment” group should be systematically collected through large-scale questionnaires, in-depth interviews, and big data analysis, including their family background, professional distribution, job-hunting process, psychological state, source of income, and final destination, etc. On this basis, representative positive and negative cases are selected for in-depth analysis. For instance, one can analyze the case of a student who successfully found a desired job through personalized guidance from the school, and summarize the key nodes and external supporting factors of their success. Study a case of a person who has long been in a state of “slow employment” and eventually fell into a difficult situation, and trace the decision-making misunderstandings and the missing links of external intervention <sup>[9]</sup>. By making a horizontal comparison of the implementation effects of employment promotion strategies in different universities and regions, it is possible to identify which measures (such as precise school-enterprise cooperation projects and efficient smart employment platforms) have had a significant positive impact on promoting the employment of the “slow employment” group. This empirical analysis, based on data and cases, can effectively avoid subjective assumptions in strategy formulation and provide the most direct and reliable realistic basis for optimizing employment promotion work.

### **4.2. Evaluation of the implementation effect of strategies**

Establishing a scientific evaluation system to continuously track and assess the effectiveness of precise employment promotion strategies is a key link in testing policy effectiveness and optimizing resource allocation. This assessment system should break through the traditional single dimension of “employment rate” and establish a comprehensive evaluation index that includes employment quality, matching efficiency, and group conversion. Specifically, it is necessary to focus on examining core indicators such as “person-job fit”, “graduate employment satisfaction”, “employer satisfaction”, “average job-hunting cycle”, and “conversion rate of slow employment groups.” By comparing the changing trends of these indicators before and after the implementation of the strategy, the actual effectiveness of each intervention measure can be quantitatively evaluated. Practice shows that scientific assessment requires the establishment of a regular data tracking mechanism. For instance, a certain university, through the analysis of user behavior on its smart employment platform, found that the accuracy of job matching after optimizing the algorithm had increased by 28%, and the conversion rate of resume submission had significantly improved. Meanwhile, a follow-up survey of graduates who have received personalized guidance services shows that over 85% of

the respondents believe that this service has effectively enhanced their career decision-making ability and confidence in job hunting <sup>[10]</sup>. This dynamic assessment based on big data can monitor the implementation effect of strategies in real time, promptly identify problems, and make adjustments. The assessment work should also focus on differential analysis, breaking down the data into different disciplines and student groups with different employment intentions, identifying the best applicable objects for various strategies, thereby providing precise data support and decision-making basis for subsequent policy optimization, and ensuring that limited resources can be invested in the most effective areas.

### **4.3. Future directions and improvement measures**

Based on empirical analysis and effect evaluation, future employment promotion work needs to be deepened and innovated in the following aspects. The primary task is to establish a “warning-intervention” mechanism. By using students’ learning data, activity participation data, and career assessment data during their school years, a predictive model can be constructed to identify students at high risk of “slow employment” in advance and provide them with early care and proactive guidance. Secondly, efforts should be made to vigorously promote the professionalization of the employment guidance team. The career guidance capabilities of counselors should be enhanced through training and certification, and full-time career planners with industry background should be introduced. In terms of school-enterprise cooperation, it should shift from the construction of single internship bases to in-depth collaborative education, and jointly develop courses and certification systems that meet the demands of future industries. Finally, efforts should be made to actively explore the construction of a four-in-one linkage support system of “government—universities—social organizations—families”, especially to enhance communication between schools and the families of graduates, guide families to establish a rational employment outlook, and jointly create an inclusive, supportive and driving employment environment for graduates, thereby systematically reducing the negative impact of “slow employment.” Improve the overall quality and efficiency of employment.

## **5. Conclusions**

This study systematically analyzed the complex causes of the “slow employment” phenomenon among college students and constructed a corresponding precise employment promotion strategy system. Research reveals that “slow employment” is a product of the joint shaping of personal value pursuit, family capital buffer, and macroeconomic environment, rather than the result of a single factor. Therefore, effective intervention must be based on the collaboration of multiple entities and the adoption of multiple measures. Based on this, the three strategies proposed in this paper, namely personalized guidance, in-depth cooperation between schools and enterprises, and precise policy support, form a comprehensive support framework ranging from micro individuals to the macro environment. Practice has proved that the key to promoting employment in the future lies in achieving a transformation from scale-oriented to a balance between quality and efficiency. The core is to rely on data-driven approaches, establish an early warning and dynamic assessment mechanism, and achieve the optimal allocation of resources. To guide the “slow employment” group to smoothly integrate into the labor market, it is not only necessary to enhance their own employment competitiveness, but also requires the joint efforts of the whole society to create an inclusive, supportive, and opportunity-rich employment ecosystem, so as to effectively transform the potential human resource reserves

into a strong driving force for social development.

## Disclosure statement

The author declares no conflict of interest.

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