

Research on the Impact of Professional Commitment of Medical and Health Vocational College Students on Employment Anxiety

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Abstract: In order to explore the impact of professional commitment of medical and health vocational college students on employment anxiety, 15 students from a medical and health vocational college in Guangzhou were surveyed using the "College Students' Professional Commitment Scale" and the "Diagnostic Questionnaire for Employment Anxiety of College Graduates". The results showed that: medical and health vocational college students were generally at a moderate to high level of anxiety, with the highest level of interview anxiety. There were significant differences in employment anxiety among college students of different genders. For medical and health vocational college students, their professional commitment was significantly negatively correlated with employment anxiety.

With the introduction of a series of important instructions, policies, and regulations such as the "National Vocational Education Reform Implementation Plan", "Expansion of Enrollment in Higher Vocational Colleges by One Million", and the new "Vocational Education Law of the People's Republic of China", "Great Country Craftsmen" and "Highly Skilled Talents" have been included in the ranks of national strategic talents, and vocational education has a broad future and great potential. However, there seem to be some disturbing factors hidden under this "great situation". According to the data released by the Ministry of Education, in 2022, there were 4.9477 million graduates from higher vocational (junior college) institutions, an increase of 960,000 compared to the previous year[1]. The overall pressure on the employment of higher vocational college students continues to increase. However, on the other end of the supply and demand, the demand for higher vocational college students by employers is obviously insufficient: affected by the expected complex and severe political and economic situation, corporate recruitment has contracted, and the overall employment market has cooled; China's economy has entered a new normal, and the demand for social labor positions has gradually decreased; the concept of "valuing general education over vocational education" and the phenomenon of "degree involution" have further narrowed the employment choices of higher vocational college students. Taking the data from the 2022 Vocational Education Annual Report as an example, the overall employment rate of graduates from higher vocational colleges six months after graduation was only 89.2% in 2021, a decrease of 1.2 percentage points compared to 2020[2]. Various factors have led to increasingly fierce employment competition for

higher vocational college students, and the problem of employment difficulties for vulnerable groups of higher vocational college students has become increasingly prominent. Most students have difficulty relieving employment pressure, have a pessimistic expectation of employment, and even experience different degrees of psychological panic and mental anxiety.

Most researchers believe that anxiety is an individual's negative emotional experience, which comes from the external environment and is affected by the individual's cognition and judgment of the external environment. Employment anxiety specifically emphasizes the negative emotional experience brought about by employment anxiety. Researchers such as Liang Xiaoyan (2012) believe that employment anxiety is the unease, worry, and fear that individuals show in response to employment issues, as well as certain physiological reactions that accompany them. Researchers such as Wang Deyan (2014) believe that employment anxiety refers to the emotional experience that college students have when facing the problem of graduating and job hunting, in response to the possible failure to achieve their initial employment goals. Joo (2019) defines employment anxiety as a persistent emotional experience of tension and unease that individuals show when facing career choices, regarding the process and outcome of employment, as well as the cognitive, physiological, and behavioral changes it causes. As a state anxiety, employment anxiety will gradually increase with the prominence of employment issues, and will also be alleviated with the resolution of employment issues. According to empirical research, the emotional experience of employment anxiety in the context of employment pressure not only exists in graduates but also in ordinary college students during their college careers. For example, Zhang Xiaoqin (2005) and others believe that the emergence of employment anxiety is an emotional reaction that individuals have in the face of the urgent employment situation, unknown employment outcomes, and a confused future.

Through the review of relevant literature, it is found that researchers' studies on the factors influencing the employment anxiety of college students include individual, school, family, and social levels, which can be roughly summarized as environmental factors and individual factors. Psychological capital, psychological resilience, achievement goal orientation, social support, self-cognition, etc. all affect employment anxiety, and some variables play a mediating or moderating role in it[3][4]. It has also been found that the fear of employment not only manifests in fresh graduates but also in freshmen who have just entered the university. They worry about the poor employment prospects of their majors and show great concern about their future employment.

Among the individual factors that affect the employment anxiety of college students, professional commitment is one of the important factors. Professional commitment is an important psychological condition that supports college students in growing into excellent professionals, and its characteristics are reflected in three aspects: first, having a firm belief and identification with the goals and values of the profession; second, being willing to make more efforts for the profession; third, longing to continue to be a part of the profession. For medical and health vocational college students, professional commitment is an important part of the research field of commitment. Morrow and Wirth (1989) defined professional commitment as "the degree of recognition and involvement of students in their chosen profession". Domestic researchers such as Wu Lanhua and Lian Rong (2005) have defined the connotation of professional commitment, that is, professional commitment refers to the sense of identity that college students have towards their own major, as well as the attitude tendency to be willing to devote time and energy to studying the major. They also developed the "College Students' Professional Commitment Scale" based on this and finally determined the four dimensions of professional commitment among college students, namely, emotional commitment, ideal commitment, normative commitment, and continuance commitment. The scale has good reliability and validity, with significant correlations between the total scale and each subscale, and a good fit for the corresponding items. In this study, the measurement of professional commitment of medical and health vocational college students uses the questionnaire developed by Wu Lanhua and Lian Rong.

1. Objects and Methods

1.1 Research Objects

In this study, a random sampling method was adopted to conduct a questionnaire survey among college students from a medical and health vocational college in Guangzhou, Guangdong Province. The participants completed the questionnaire through the online questionnaire platform. A total of 120 questionnaires were distributed, and 115 valid questionnaires were collected, with an effective rate of 95.83%. Among them, 21 were male (18.26%), and 94 were female (81.74%); 70 were from rural areas (60.87%), 24 were from towns (20.87%), and 21 were from cities (18.26%); 35 were in the third grade (internship) (30.43%), and 80 were in the first and second grades (no internship) (69.57%).

1.2 Research Tools

Measurement of Employment Anxiety. The "Diagnostic Questionnaire for Employment Anxiety of College Graduates" compiled by Zhang Xiaoqin (2005) was used to measure employment anxiety from four dimensions: employment unease, employment fear, interview anxiety, and work anxiety, containing 30 questions, of which 2 were reverse-scored questions. The scale uses a 4-point scoring method, and its internal consistency reliability is 0.91.

Measurement of Professional Commitment. The "College Students' Professional Commitment Scale" compiled by Wu Lanhua and Lian Rong (2005) was used to measure the professional commitment of college students from four dimensions: emotional commitment, continuance commitment, normative commitment, and ideal commitment, containing 27 questions, of which 3 were reverse-scored questions. The scale uses a 5-point scoring method, and its internal consistency reliability is 0.93.

1.3 Statistical Processing

Data cleaning was performed, and the SPSS 25.0 statistical software was used for analysis. Independent sample t-tests, variance analysis, Pearson product-moment correlation analysis, and univariate regression analysis were used to explore the relationship between employment anxiety and self-efficacy.

2. Results and Analysis

2.1 The overall situation of employment anxiety of higher vocational students majoring in medicine and health

Table 1: The overall situation of employment anxiety of higher vocational students majoring in medicine and health

Employment uneasiness	employment fear	interview anxiety	work anxiety	employment anxiety
1.79±0.60	2.59±0.76	3.00±0.70	2.78±0.72	2.54±0.70

In this study, the measurement of employment anxiety for medical and health vocational college students was on a 4-point scale, and the medium critical value was 2 points. Table 1 shows that, except for the dimension of employment unease, the average scores of employment fear, interview anxiety, work anxiety, and the total average score of employment anxiety were higher than the medium critical value. Overall, the level of employment anxiety among college students was at a moderate to high

level, with the highest level of interview anxiety and the lowest level of employment unease.

2.2 Demographic Study of Employment Anxiety among Medical and Health Vocational College Students

Table 2: Comparison of gender differences, urban-rural differences and presence or absence of internship experience in employment anxiety (M±SD)

project	Employment uneasiness	employment fear	interview anxiety	work anxiety	employment anxiety
male (n=21)	1.71±0.33	2.48±0.41	2.93±0.50	2.69±0.39	2.45±0.41
female(n=94)	1.81±0.65	2.62±0.83	3.01±0.58	2.80±0.78	2.56±0.59
t	-2.72**	0.21	-3.27**	-2.45**	-2.05**
rural areas(n=70)	1.85±0.51	2.72±0.70	3.16±0.48	2.89±0.61	2.66±0.58
towns(n=24)	1.71±0.80	2.45±0.98	2.80±0.97	2.67±1.01	2.41±0.94
cities(n=21)	1.68±0.71	2.33±0.73	2.70±0.95	2.56±0.74	2.31±0.78
t	1.95	1.22	-0.13	-0.32	1.04
Have had internship(n=35)	1.89±0.52	2.64±0.73	3.09±0.91	2.81±0.77	2.61±0.73
Without internship(n=805)	1.76±0.64	2.58±0.79	2.97±0.63	2.77±0.72	2.52±0.70
t	1.05	-0.75	0.29	0.32	0.23

*P<0.05, **P<0.01, ***P<0.001

Table 2 shows that there were significant gender differences in employment anxiety, with females showing higher employment anxiety than males. There were significant differences in gender in the overall employment anxiety score and its subdimensions ($P < 0.05$), but there was no significant difference in the dimension of employment fear. There were no significant differences in employment anxiety between regions, nor were there significant differences in whether there was internship experience.

2.3 Relationship between Employment Anxiety and Professional Commitment of Medical and Health Vocational College Students

Table 3: The correlation between employment anxiety and college students' professional commitment

	M±SD	Employment anxiety	professional commitment
Employment anxiety	2.53±0.69	1	-0.449**
professional commitment	1.94±0.86	-0.449**	1

*P<0.05, **P<0.01, ***P<0.001

In this study, the measurement of professional commitment for college students was on a 4-point scale, and the medium critical value was 2 points. Table 3 shows that the average score of professional commitment of medical and health vocational college students was lower than the critical value, and there was a significant negative correlation with employment anxiety.

3. Discussion

3.1 Research on the Current Situation of Employment Anxiety

This study found that medical and health vocational college students were generally at a moderate to high level of anxiety, with the highest level of interview anxiety. This may be due to the fact that unavoidable contact with people and self-presentation in public during the interview process can easily trigger social anxiety to a certain extent. There were significant differences in employment anxiety among college students of different genders, with females showing higher employment anxiety than males in the total score of employment anxiety and its subdimensions, reaching a significant level. The reasons for this may be as follows: firstly, it may be caused by different social support. The potential gender discrimination in society is an important reason for female employment anxiety. For example, many special positions requiring physical strength have clearly defined gender requirements; secondly, under the comparison of big data, science majors have better employment advantages and fewer restrictions than liberal arts majors, and more females choose liberal arts majors, while more males choose science majors; thirdly, as a susceptible group to anxiety, females tend to adopt negative coping styles, such as avoidance, fantasy, and self-blame, and are more likely to experience anxiety in the face of employment pressure, which is related to their greater sensitivity and more awareness of negative experiences in the face of setbacks. There were no significant differences in the urban-rural differences in employment anxiety among college students, and there were also no significant differences in the comparison of whether there was internship experience in the employment anxiety of college students.

3.2 Relationship between Professional Commitment and Employment Anxiety of College Students

This study found that professional commitment, as a subjective psychological factor of individuals, was significantly negatively correlated with employment anxiety, and had an impact and effect on the psychology of individuals during the employment process. This indicates that the attitude of medical and health vocational college students towards their own major directly affects the level of employment anxiety. The more vocational medical and health students like their majors, the more they identify with their majors, the more optimistic they are about the development prospects of their majors, the firmer their professional beliefs are, the more they will devote themselves to professional studies, thereby mastering more professional skills, and the more confident they will be when facing employment. Their employment anxiety will be lower, thereby better alleviating employment anxiety and tension.

3.3 Suggestions and Measures

Medical and health vocational colleges can help students better understand and love their majors by strengthening professional education, providing practical opportunities, etc., enhance their sense of identity with their majors, improve their belief and identification with the goals and values of the major, be willing to make more efforts for the major, and long to continue to be a part of the major. At the same time, we need to continuously optimize the teaching content and methods to improve the quality of teaching and enhance students' professional abilities. Medical and health vocational college students should strive to invest in professional learning, master more professional skills, and thus be more confident when facing employment; at the same time, they should learn to actively cope with employment pressure, such as seeking support and formulating reasonable career plans.

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