

STRATEGIES FOR COLLEGE STUDENTS' CAREER PLANNING EDUCATION

Yaqing WANG¹

¹ Department of Educational Administration, Suan Sunandha Rajabhat University,
Thailand; wangyaqing1166@outlook.com

ARTICLE HISTORY

Received: 11 March 2026

Revised: 22 March 2026

Published: 27 March 2026

ABSTRACT

With the increasingly severe employment situation of college graduates and the intensifying competition for career development, career planning education for college students has gradually become a crucial component of higher education. Effective career planning education not only helps students clarify their career goals and improve their employability, but also contributes to the cultivation of high-quality talents required by social and economic development. Therefore, how to optimize career planning education, enhance its effectiveness, and promote high-quality employment of graduates has become an important issue faced by higher education institutions and educational administrators. Based on literature analysis and practical observations, this paper analyzes the major dilemmas currently existing in college students' career planning education, including the imperfect curriculum system, the lagging construction of professional teaching staff, and the lack of collaborative education mechanisms among universities, enterprises, and society. These problems restrict the effectiveness of career planning education and hinder students' ability to make informed career decisions. From the perspective of educational management, this study proposes several strategies to improve the effectiveness of career planning education in universities. These strategies include optimizing the curriculum system and strengthening practical learning links, enhancing the professional development and structure of teaching staff, establishing a collaborative education mechanism among universities, enterprises, families, and social organizations, and building a scientific evaluation and feedback system to ensure continuous improvement. Through the implementation of these strategies, universities can provide systematic and stage-based career guidance for students, strengthen their career awareness, and improve their career adaptability and employment competitiveness.

Keywords: College Students, Career Planning Education, Strategies

CITATION INFORMATION: Wang, Y. (2026). Strategies For College Students' Career Planning Education. *Procedia of Multidisciplinary Research*, 4(3), 51.

INTRODUCTION

With the continuous expansion of higher education enrollment, the number of college graduates in our country continues to rise. Due to the rapid development of the economy and society, the accelerated transformation and upgrading of the industrial structure have created a demand for practitioners to possess higher and more comprehensive professional qualities in the face of uncertainty and complexity in the professional world (Liu, Hou & Ren, 2022). The job market presents "structural contradictions", with talents saturated in traditional industries and talent shortages in emerging fields. In this context, career planning for college students is not only an important way for individuals to realize their self-worth, but also an effective means to meet the needs of social development. Career choice is not a single act but a developmental process extending over the life span (Super, 1953). Previous studies have explored career planning from multiple dimensions, involving theoretical foundations, educational models, and adaptability to the times. However, there is still a lack of in-depth research on how to effectively integrate various resources and implement practical strategies to improve the quality of college students' career planning education. Based on relevant literature and practical observations, this paper systematically discusses the core strategies for college students' career planning education, aiming to improving the quality of college students' career planning education.

LITERATURE REVIEW

Recent research suggests that employability is closely associated with psychological factors such as self-efficacy and perceived career opportunities. Empirical evidence indicates that students' perceptions of their future employability play a significant role in shaping their career development processes (Xu, Mansor & Amat, 2025). In addition, employability is increasingly understood as a multidimensional construct influenced by individual capabilities, educational experiences, and social context. Studies have shown that career planning and proactive behaviors are important factors influencing students' perceptions of employability in uncertain labor market conditions (Jackson & Tomlinson, 2020). Furthermore, career adaptability has been widely recognized as a key resource that enables individuals to cope with career transitions and changing work environments. It plays an important role in linking individual characteristics with career development outcomes (Rudolph, Lavigne & Zacher, 2017). Despite the growing body of research on employability and career development, several important gaps remain. First, much of the existing literature focuses on short-term employability outcomes, while long-term career sustainability and development trajectories are insufficiently explored. Second, although factors such as self-efficacy and career adaptability have been widely studied, there is limited research examining how these factors interact within structured career planning education in higher education contexts. Finally, most studies are conducted within specific national contexts, and there is a lack of integration between international theoretical perspectives and localized educational practices. This study therefore aims to address these gaps by proposing systematic strategies for improving career planning education.

METHODOLOGY

In order to enhance the transparency and academic rigor of this study, a structured literature review approach was adopted. Relevant literature on career planning education, career adaptability, and employability in higher education was retrieved from Web of Science, Scopus, ERIC, Google Scholar, and the China National Knowledge Infrastructure (CNKI) database. While CNKI itself is a database platform rather than a peer-review body, it provides access to a large number of Chinese academic journals, many of which adopt peer-review processes. Both English-language and Chinese-language studies were included to ensure comprehensive coverage of the research topic. The literature search mainly focused on studies published between 2020 and 2025. The search strings included combinations of the following keywords:

career planning education, career guidance in higher education, career adaptability, career decision-making self-efficacy, and college students' employability. Studies were included if they met the following criteria: (1) articles published in academic journals, primarily peer-reviewed where applicable, including high-quality Chinese journals indexed in CNKI; (2) research focusing on career planning or career guidance among university students; (3) studies providing empirical evidence or theoretical frameworks relevant to higher education career education. Representative international and Chinese studies were selected to analyze the theoretical foundations and practical strategies of career planning education.

THE DILEMMAS FACED BY COLLEGE STUDENTS' CAREER PLANNING EDUCATION

The curriculum system is not perfect

At present, the career planning courses of some colleges and universities have narrow course coverage, which is not enough to meet the individual needs of students. The class hours are relatively small, the teaching time is relatively concentrated, and there is no long-term effect, as well as problems such as insufficient internship and practical links or the practical part cannot be connected with the curriculum. Class hours are often limited and mostly concentrated in a short period of time (Zhao, 2025). The content is mostly based on simple theoretical lectures, and there is little practical link. This reflects that some colleges and universities lack overall thinking in curriculum setting and arrangement, just to complete the scheduling task, do not systematically plan according to the characteristics of the course and students, and lack the awareness of career planning education throughout the whole process of students' college careers.

The construction of the teaching staff lags behind

The weak faculty of career planning education is a common problem in colleges and universities. Most of the faculty members of colleges and universities are composed of teachers, counselors, employment staff, student staff and other management personnel of the School of Innovation and Entrepreneurship. There is a lack of professional teacher and professional teacher training, and most teachers have other jobs, so career planning education is not regarded as the main task. The number of full-time teachers is very small, and some part-time teachers have not received professional training in career planning (Yang, He & Li, 2023).

There is a lack of collaborative education mechanism

Some colleges and universities lack internship bases and social practice bases that meet the professional needs of students, and students only learn theoretical knowledge, and professional knowledge and career planning content cannot be transformed into practice in time. The cooperation between universities and enterprises is mostly superficial or theoretical, and there is a lack of in-depth and mature school-enterprise cooperation mode, which cannot provide students with internship and practical learning. The cooperation mechanism between some universities and enterprises and social resources is not perfect, and it cannot provide students with a diversified practice platform. (Hu, Peng & Zhao, 2024).

Strategies For Career Planning Education for College Students

Optimize the curriculum system and strengthen practical links

Expand the width of the curriculum and improve the curriculum system. Studies have shown that structured career planning and proactive learning approaches are positively associated with students' employability development (Jackson & Tomlinson, 2020). Therefore, it is necessary to establish a systematic curriculum plan under the overall coordination of universities. It is necessary to take career planning as a compulsory course to guide students' career development, and develop special electives according to different students' personalities, interests, career visions, etc., to better meet the needs of students. In this regard, the curriculum design should be flexible, and students can choose according to their own interests and career goals (Cai, 2023). At

the same time, it is necessary to combine career planning with employment guidance, labor education, innovation and entrepreneurship education and other courses to form a curriculum system that combines theory and practice, thought and skills. Extend the breadth of the curriculum and integrate career planning education throughout the university. Universities should provide guidance on career planning for students at different stages (Li, 2023). There are significant grade differences in career planning, and targeted counseling should be provided according to the characteristics of the grade (Wang,Zhou, 2021). Teachers should take students as the foundation and provide focused guidance according to the characteristics and needs of students at different stages. In the enrollment stage of freshmen, pay attention to ideological enlightenment and guide students to establish career planning and exploration ideas. The sophomore stage focuses on guiding students to cultivate their own abilities and social practice. The third year focuses on guiding students to improve themselves in internships combined with majors. The senior year focuses on combining with employment guidance for specific career guidance.Increase the proportion of practice links and strengthen the process guidance of practice (Yang, 2021). It is necessary to make full use of resources inside and outside the school to provide students with more opportunities for practice. For example, organize students to participate in corporate internships and project cooperation, and include credit hours. Make full use of the second classroom to organize students to participate in mock interviews, career experience and other activities. Actively organize students to participate in career planning competitions, innovation and entrepreneurship competitions, sand table simulation and other competitions.

Strengthen the construction of the teaching staff and improve the professional level

To promote the professional construction of the teaching team, we can start from the access of teachers, the composition of the teaching staff, the development mechanism, and the evaluation of teachers(Pang, 2022). Strengthen the teaching staff and team building. Full-time teachers are the main force, other teachers are auxiliary, and different educational tasks are arranged according to teachers from different backgrounds. First, it is necessary to set up a team of full-time teachers with professional knowledge for career planning and improve the professionalism of teachers. Career planning education for college students is more professional, policy-oriented and creative. Research indicates that the quality of teaching staff plays a critical role in the effectiveness of career education (Xu, Mansor & Amat, 2025). At the same time, it also poses significant challenges to teachers' professional skills and requires high levels of comprehensive competence (Zhou, 2023). Second, it is necessary to enrich the composition of the teaching staff, and select and hire teachers of different majors with industry background and practical experience, such as counselors, student staff, and career guidance centers as supplements. Third, deepen the integration of industry and education and intensify the efforts of collaborative education between schools and enterprises (Wu, 2024). Industry experts and enterprise personnel can be invited to serve as visiting or part-time teachers. Improve teacher training and development mechanisms. Develop a teacher growth plan to provide teachers with systematic learning and growth opportunities. Organize and encourage teachers to participate in professional training and academic exchange activities (Jiang,2024). Establish a teacher reward mechanism, include the teaching results and educational achievements of career planning education in the assessment and evaluation system of teachers, and the assessment system of colleges and departments, and improve the enthusiasm and initiative of teachers to engage in career planning education. Teachers with outstanding performance will be commended and rewarded.In addition, developing students' career adaptability is essential for coping with uncertain labor market conditions, which further highlights the importance of systematic career planning education (Rudolph, Lavigne & Zacher, 2017).

Build a collaborative education mechanism to form a joint force for education

Strengthen school-enterprise cooperation to improve the quality and ability of students. Establish joint laboratories or R&D centers with enterprises and scientific research institutions to combine the basic research advantages of universities with the application needs of society, which not only promotes the transformation of scientific research results into actual productivity, but also allows students to participate in real scientific research projects. Activities such as jointly developing courses and co-building practice bases with enterprises allow students to lock in career directions in advance through "order-based" training. Strengthen communication and cooperation with families. Guide parents to correctly understand the importance of career planning education, and give full play to the active role of families in students' career development. Through new parents' meetings, graduate parents' meetings, parent seminars, home visits, etc., parents can introduce the relevant knowledge of career planning to parents, and the school's educational measures and achievements can be obtained, so as to win the support and cooperation of parents. Integrate social resources to provide students with more career information, employment information and development ideas. Successful people and alumni from all walks of life are invited to give career lectures and share career experiences with students. Make good use of the employment service platform to provide students with the latest employment information and employment policies.

ESTABLISH AND IMPROVE EVALUATION AND FEEDBACK MECHANISMS TO CONTINUOUSLY IMPROVE THE QUALITY OF EDUCATION

Establish a scientific evaluation index system to comprehensively and objectively evaluate the quality of career planning education. The evaluation content should include curriculum setting, teaching effectiveness, student satisfaction, employment quality and other aspects. Strengthen the monitoring and feedback of the educational process, keep abreast of students' learning situation and needs, and adjust the teaching content and methods according to the feedback information. Students' opinions and suggestions can be collected through questionnaires, focus groups, individual interviews, etc. Establish a follow-up feedback mechanism for graduates, understand the career development of graduates, and evaluate the impact of career planning education on students' long-term development. According to the results of follow-up feedback, we will continuously optimize the career planning education system and improve the pertinence and effectiveness of education.

CONCLUSION

This article discusses the importance of career planning education for college students in the context of increasing graduate employment pressure and growing competition in the labor market. As higher education expands, universities must help students develop clear career goals and improve their employability. The study analyzes the current challenges in implementing career planning education in universities. These challenges mainly include an incomplete curriculum system, insufficient professional teaching staff, and the lack of effective collaboration between universities, enterprises, families, and social organizations. To address these problems, the article proposes several strategies from the perspective of educational management. First, universities should optimize the curriculum system by integrating career planning education throughout the entire period of university study and strengthening practical learning opportunities. Second, institutions should improve the construction of professional teaching teams through training, recruitment of full-time teachers, and collaboration with industry experts. Third, universities should establish a collaborative education mechanism involving schools, enterprises, families, and social resources to provide students with diversified

career development opportunities. Finally, it is necessary to establish a scientific evaluation and feedback system to continuously monitor and improve the effectiveness of career planning education. Overall, improving the quality of career planning education requires systematic reform and cooperation among multiple stakeholders. Through comprehensive curriculum design, professional faculty development, collaborative education mechanisms, and continuous evaluation, universities can better support students' career development, enhance their employment competitiveness, and cultivate high-quality talents needed by society.

REFERENCES

- Cai, B. (2023). Exploration of the improvement path of career planning education for college students in local colleges and universities. *Journal of Xianyang Normal University*, 38(5), 117–120.
- Hu, Y., Peng, M., & Zhao, Y. (2024). Analysis of the current situation and countermeasures of career planning education for college students in the new era. *Journal of Science and Education*, (3), 5–7.
- Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education*, 80(3), 435–455.
- Jiang, Y. (2024). Collaborative development path of college students' career planning education and employment guidance. *China Employment*, (2), 71–73.
- Li, S. (2023). Current situation and countermeasures of college students' career planning education. *Modern Vocational Education*, (30), 161–164.
- Liu, Y., Hou, J., & Ren, Z. (2022). Theoretical basis and contemporary practice exploration of career planning for college students in China. *Modern Education Science*, (2), 54–59.
- Pang, H. (2022). "Post-00s" college students' career planning education problems and countermeasures. *Health Professions Education*, 40(17), 30–32.
- Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior*, 98, 17–34.
- Super, D. E. (1953). A theory of vocational development. *American Psychologist*, 8(5), 185–190.
- Wang, X., & Zhou, Y. (2021). Influencing factors and educational countermeasures of college students' career planning. *Chinese Adult Education*, (17), 28–32.
- Wu, Y. (2024). Research on the educational strategy of college students' career planning from the perspective of "all-round education". *PR World*, (11), 91–93.
- Xu, S., Mansor, A. N., & Amat, S. (2025). Higher education strategies for enhancing employability of international students: A systematic review in the post-pandemic era. *Journal of International Students*, 15(5), 117–138.
- Yang, J. (2021). Construction of the college students' career planning education system based on innovation and entrepreneurship education. *The Theory and Practice of Innovation and Entrepreneurship*, 4(2), 191–192, 195.
- Yang, Y., He, Z., & Li, S. (2023). Research on the problems and countermeasures of college students' career planning education. *Science and Education Journal*, (26), 146–148.
- Zhao, W. (2025). The impact of career planning education on college students' employment and its implementation strategies. *Science and Education Journal*, (12), 133–135.
- Zhou, R. (2023). Research on the problems and countermeasures of college students' career planning education. *Employment and Security*, (4), 64–66.

Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



Copyright: © 2026 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).