

An Empirical Study on the Enhancement of College Students' Career Self Efficacy through Employment Guidance Courses

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Abstract: Students in higher vocational colleges (HVC) often lack sufficient self-efficacy and clear career orientation in career planning and job hunting, and career guidance courses, as an important part of vocational education, play a key role in enhancing students' professional competitiveness. Based on this, this article mainly discusses the influence of career guidance courses on vocational self-efficacy of higher vocational college students. In order to study this problem in depth, this article adopts the method of questionnaire survey and interview, selects 500 students from three HVC in a region as research samples, and collects their professional self-efficacy data before and after the employment guidance course. The data are processed and analyzed by SPSS and other statistical software. The results show that the career guidance course has a positive impact on students' professional self-efficacy, with an average score of 0.6 points, and this improvement is highly significant statistically. Based on the research results, this article draws the conclusion that the career guidance course can significantly improve the professional self-efficacy of students in HVC.

1. Introduction

With the popularization of higher education and the increasing competition in the job market, students in HVC are facing unprecedented employment pressure [1]. As an individual's confidence and belief in his ability to complete a specific professional task, professional self-efficacy has an important influence on his performance, career choice and career development in the process of job hunting [2]. At present, many students in HVC lack sufficient self-efficacy and clear career orientation in career planning and job hunting. Employment guidance course is an important part of higher vocational education system [3]. Its purpose is to help students understand the professional world, improve their professional quality and enhance their job-hunting skills [4]. Therefore, it is of great significance to explore how the career guidance course can effectively improve the professional self-efficacy of students in HVC, so as to improve their employment competitiveness and promote the effective connection between vocational education and market demand [5].

This article reviews the related research and finds that professional self-efficacy has become a research hotspot in the fields of vocational education and psychology. Many scholars have discussed the influencing factors, measuring methods and its role in career development of professional self-efficacy. At the same time, the research on employment guidance courses is increasing day by day, mainly focusing on course content, teaching form, effect evaluation and so on [6]. However, there is relatively little research on the relationship between vocational self-efficacy and career guidance courses for students in HVC, and there is a lack of systematic empirical analysis and in-depth theoretical discussion [7-8]. On the basis of previous studies, this study will further reveal the influence mechanism of employment guidance courses on professional self-efficacy through empirical research, combined with the actual situation of students in HVC. In order to provide useful reference for the reform and practice of vocational education.

The purpose of this study is to explore the influence mechanism of career guidance course on students' professional self-efficacy in HVC, and reveal the internal relationship between course content, teaching form, course duration and students' professional self-efficacy through empirical

analysis. In this study, students from many HVC in a region are selected as the research object, and data are collected by means of questionnaires and interviews. The research covers students of different majors, grades and genders to ensure the universality of the research results.

2. Research design and methods

2.1. Research design

This study adopts the method of empirical research and designs a scientific and reasonable research scheme to explore the influence of employment guidance courses on vocational self-efficacy of higher vocational college students. The research design follows the principles of scientificity and operability to ensure the accuracy and reliability of the research results. Firstly, this study clarified the research objectives and problems, that is, to explore how the career guidance course affects the professional self-efficacy of higher vocational college students. Then a detailed research plan is made according to the research objectives. It includes sample selection, data collection and data analysis. In the process of research, various variables are strictly controlled to ensure the internal validity and external validity of the research. At the same time, this article uses quantitative research methods to reveal the internal relationship between career guidance courses and professional self-efficacy through data collection and statistical analysis.

2.2. Sample and data collection

In this study, students from many HVC in a region are selected as research samples to ensure the diversity and representativeness of the samples. The selection of samples follows the principle of random sampling to reduce the selection deviation. Data collection adopts the combination of questionnaire survey and interview. Questionnaire survey is the main data collection tool. By designing a structured questionnaire, the data of students' career self-efficacy changes before and after the employment guidance course are collected. The purpose of the interview is to deeply understand the students' specific experiences and feelings, and to supplement and verify the results of the questionnaire survey. In the process of data collection, this article strictly abides by ethical norms to ensure that the privacy and rights of the subjects are not infringed.

2.3. Variables and measurement

Table 1: Career Self-Efficacy Scale and Measurement Description

Variable Type	Specific Variable	Measurement Tool/Method	Scale Characteristics
Independent	Career Guidance Course	Course design documents, teaching records, student feedback	-
Variable	Content	Course outline, analysis of teaching materials	-
	Format	Teaching observations, student evaluations	-
	Duration	Course schedule records	-
Dependent	Career Self-Efficacy	Career Self-Efficacy Scale	Validated, with good reliability and validity
Variable	Students' confidence and belief in their ability to complete specific career tasks	Quantitative rating system covering multiple career task areas	Reflects students' self-assessment of their ability to complete specific career tasks
		Includes specific items, such as: "I am confident that I can complete this career task," etc.	Applicable to student groups from different professional backgrounds

The independent variable in this study is the career guidance course, including the content, form and duration of the course. Dependent variable is students' professional self-efficacy, that is, students' confidence and belief in their ability to complete specific professional tasks. In order to measure these variables accurately, this study adopts verified scales and indicators. For the measurement of employment guidance courses, relevant information can be obtained through

curriculum design documents, teaching records and student feedback. For the measurement of professional self-efficacy, the widely used professional self-efficacy scale is adopted. As shown in Table 1, the scale has good reliability and validity, and can accurately reflect the level of students' professional self-efficacy.

2.4. Data analysis method

In this study, SPSS and other statistical software were used to process and analyze the collected data. Firstly, descriptive statistical analysis is carried out on the questionnaire data to understand the basic situation and characteristics of the sample. Then, the correlation analysis is carried out to explore the correlation between various elements of employment guidance course and professional self-efficacy. Then the regression analysis method is used to further reveal the influence mechanism and path of employment guidance courses on professional self-efficacy. In the process of data analysis, strictly abide by the principles and methods of statistics to ensure the accuracy of the analysis results.

3. Research results and analysis

3.1. Sample description

In this study, 500 students from three HVC in a certain area were selected as research samples. Among them, there are 260 boys and 240 girls, and the ratio of male to female is relatively balanced. The sample covers students of different grades, including 180 freshmen, 160 sophomores and 160 juniors, which ensures that the study can fully reflect the situation of students of different grades. In terms of specialty, the sample covers engineering, liberal arts, business and other fields. Among them, there are 200 students majoring in engineering, 150 students majoring in liberal arts and 150 students majoring in business, which makes the research results more universal and representative. Through questionnaires and interviews, we collected the data of professional self-efficacy of these students before and after the employment guidance course, which provided a solid foundation for the follow-up analysis.

3.2. The influence of career guidance course on professional self-efficacy

The research results are shown in Table 2 and Table 3:

Table 2: Comparison of Students' Career Self-Efficacy Scores Before and After Career Guidance Courses

Item	Average Score Before Course	Average Score After Course	Improvement	p-value
Career Self-Efficacy	3.25	3.85	0.6	<0.01

Table 3: Analysis of the Contribution of Various Factors in Career Guidance Courses to the Improvement of Career Self-Efficacy

Factor	Specific Module/Method	Description of Contribution to the Improvement of Career Self-Efficacy
Course Content	Career Planning	Significantly improved, helping students clarify career goals and development paths
	Job Search Skills	Significantly improved, enhancing students' competitiveness and adaptability in the job search process
	Workplace Etiquette	Significantly improved, enhancing students' professional image and workplace literacy
Teaching Method	Practical Teaching	More popular among students, improving career self-efficacy through hands-on experience
	Case Analysis	More popular among students, enhancing problem-solving abilities through case analysis
	Mock Interviews	More popular among students, improving coping abilities through simulated real-life interview scenarios
Course Duration	Once a week, 2 hours each time	Moderate course duration ensures better learning outcomes and participation

The results show that the career guidance course has a significant positive impact on the professional self-efficacy of higher vocational college students. Specifically, after the end of the course, the average score of students' professional self-efficacy increased from 3.25 (out of 5) before the course to 3.85, and the increase rate reached 0.6, and this change was statistically significant ($p < 0.01$). Further analysis shows that the content, form and duration of career guidance courses have contributed to the improvement of professional self-efficacy to varying degrees. Among them, modules such as career planning, job hunting skills and workplace etiquette in the course content are particularly significant in improving students' professional self-efficacy. In the teaching form, interactive teaching methods such as practical teaching, case analysis and simulated interview are more popular with students, and can also enhance students' sense of professional self-efficacy. In addition, the course length is also an important factor affecting the improvement of professional self-efficacy, and a moderate course length (once a week, two hours each time) can better ensure students' learning effect and participation.

3.3. Result discussion

The results of this study show that the career guidance course has a significant effect on improving students' professional self-efficacy in HVC. This discovery is of great significance to the reform and practice of vocational education. First of all, it emphasizes the importance of career guidance courses in the vocational education system and reminds educators to pay more attention to the development and implementation of such courses. Secondly, the research results provide a useful reference for the content design, teaching form and duration arrangement of the employment guidance course. Practical contents such as career planning and job-hunting skills should be the focus of the course, interactive teaching methods should be widely used, and moderate course duration can better ensure students' learning effect. Finally, this study also found that there are differences in the promotion of professional self-efficacy among students of different grades and majors, which suggests that we should pay more attention to the individual differences of students and provide more targeted guidance and support in future curriculum design. To sum up, this study reveals the influence mechanism of career guidance courses on professional self-efficacy, and also provides strong evidence and support for the reform and practice of vocational education.

4. Conclusions

After a systematic empirical study, this study draws a clear conclusion: the career guidance course has a significant role in improving the professional self-efficacy of higher vocational college students. By comparing and analyzing the scores of students' professional self-efficacy before and after the course, we found that students' professional self-efficacy increased by 0.6 points on average after receiving the employment guidance course, and this improvement was highly significant statistically. This result verifies the research hypothesis of this article, and further emphasizes the important position of employment guidance course in vocational education. At the same time, we also find that factors such as course content, teaching form and course duration have different degrees of influence on the promotion effect of professional self-efficacy, which provides a strong basis for subsequent course optimization.

Based on the research conclusion, this article puts forward the following practical suggestions: HVC should attach great importance to the development and implementation of employment guidance courses and bring them into an important part of vocational education system. In the course content, we should pay attention to practicality, covering key modules such as career planning, job hunting skills and workplace etiquette, so as to help students improve their professional quality in an all-round way. In the teaching form, interactive teaching methods should be adopted, such as practical teaching, case analysis, mock interview, etc., to stimulate students' interest in learning and participation. In terms of course length, it should be arranged reasonably to ensure that students can fully absorb the course content, and at the same time avoid the influence of too long or too short course length on learning effect. In addition, HVC should also pay attention to the individual differences of students and provide personalized career guidance and support to meet

the career development needs of different students.

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