Career expectations, needs, and planning strategies of college students in China

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Abstract

Due to the late development of career planning education for college students in China, the areas involved are still imperfect, and the lack of educational experience has led to incorrect understanding of career development planning among college students, and backward career planning strategies and methods, which to a certain extent affects the solution of the employment problem of college students. The study of college students' career planning can help them correctly understand themselves, determine their career development goals and successfully realize their career goals, education, and focuses on the importance of college students' career development. Focusing on the current problems and influencing factors in the process of college students' career development, this paper points out the problems that need to be solved and suggests specific strategies to improve career planning for college students. Lastly, this study assesses the effectiveness of the system in terms of Career expectations, needs, and planning strategies of college students in China. The study utilized descriptive research methods with 408 college students from Hetao College in China. It found that respondents generally have positive attitudes toward career expectations, valuing aspects such as competition, freedom, and entrepreneurship. Career planning and direction are considered crucial, with younger students exhibiting higher expectations and more aggressive planning strategies. This information can aid educational institutions and counselors in providing targeted support. Additionally, the study highlights significant relationships between career aspirations, occupational demand, and career planning strategies, emphasizing the importance of aspirations in guiding career development.

Keywords: career expectations, career needs, career planning strategies, development, education

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1. Introduction

The career expectations, needs and planning strategies of Chinese university students have always been a matter of concern for school teachers, parents and society as a whole. Among the various researches in the field of university careers, the study of students' career expectations, needs and strategic planning is the basis for other researches. Understanding the career expectations, needs and planning of Chinese university students is also a way to respect their wishes for employment and help them realize their self-worth.

Career expectations, needs and planning strategies refer to the combination of the individual and the social background at that time, on the basis of the subjective and objective conditions in the individual's career assessment and analysis, the comprehensive analysis and weighing of their own interests, vocational ability, professional strengths, personal experience and other aspects, and combined with the needs of the development of the times and their own vocational tendencies, to determine the best career of the individual's directional goals, and be able to make effective and scientific arrangements to achieve this goal. To realize this goal, they can make effective and scientific arrangements (Fajaryati et al., 2020).

With regard to the theme "Career expectations, needs and planning strategies of Chinese university students", the importance of this theme lies in the fact that it focuses on key factors in the career development and employment of university students, which is of great significance for improving the employment rate and the quality of career development of university students (Wang et al., 2022). Career needs encompass a wide range of requirements, desires, and aspirations individuals have regarding their professional lives. These needs are deeply personal and can vary significantly from one person to another based on factors such as personality, values, skills, interests, and life circumstances. Understanding and addressing these needs are crucial for individuals to pursue fulfilling and successful careers. Individuals have various career needs, including basic necessities like financial stability and job security, as well as opportunities for professional growth and work-life balance. Meaningful work aligned with personal values and advancement opportunities are also essential. Recognition and a supportive work environment are crucial for morale. Employers should address these needs through opportunities for growth and supportive policies, while individuals must align their career paths with their aspirations for a successful and fulfilling career (Hirschi et. al., 2021).

Career planning strategies are essential for individuals to navigate their professional paths effectively. These strategies involve thoughtful consideration of one's skills, interests, values, and goals, as well as the external factors influencing career choices. When considering career planning strategies, individuals must focus on several essential elements. Firstly, self-evaluation is vital, requiring an awareness of strengths, weaknesses, interests, and values. Establishing clear goals ensures alignment between aspirations and achievable objectives. In-depth exploration of industries and occupations informs decision-making. Consistent skill enhancement promotes competitiveness and career progression. Networking fosters access to opportunities and mentorship. Adaptability and flexibility are indispensable in navigating a dynamic job market. Efficient time management facilitates the balancing of career planning with other obligations.

Seeking guidance from counselors and mentors offers valuable support. By implementing these strategies, individuals are empowered to pursue rewarding and successful careers (Shaito, 2019). Within the research field, there is some controversy about this theme. Some studies have argued that the career expectations and needs of Chinese college students are influenced by a variety of factors, including family, society, and policy, while planning strategies are more individualized and diverse. While other studies have emphasized the need for autonomy and self-actualization of college students in their career planning and employment choices. Therefore, research on this theme needs to consider various factors in an integrated manner in order to explore college

students' career expectations, needs and planning strategies in a comprehensive and in-depth manner (Li et al., 2019).

For college students, the study of career expectations, needs and planning strategies can help them analyze and grasp their own strengths and weaknesses in all aspects, and on the other hand, they can make clear career development orientation according to their own personality traits and interests, professional strengths, etc., and then set up learning goals and development directions during the school years. Practice has proved that a person's successful career is certainly a rational career planning, and dynamic goals and principles of collaboration. Therefore, it is important for higher vocational colleges and universities to optimize students' career planning by identifying themselves in the environment of the times, forming a correct perception and assessment of their careers, formulating a dynamically adjusted action plan, and promoting personalized career planning guidance. There are some shortcomings in previous studies on this theme. First, some studies have focused only on the career expectations and needs of college students, ignoring the importance of planning strategies. Second, some studies lacked the support of empirical data, resulting in unconvincing conclusions. Finally, some studies only focus on some specific fields or groups of college students, which cannot represent the career expectations, needs and planning strategies of the whole group of college students (Cai et. al., 2022).

General Secretary Xi Jinping pointed out that employment is the biggest people's livelihood project and people's heart project. The employment of college students is related to personal future, social stability and national development. The employment of college students is related to personal future, social stability and national development. In 2018, when Premier Li Keqiang talked about the employment and entrepreneurship of college graduates, he pointed out that we should do everything possible to ensure the employment level of college graduates. In 2018, Premier Li Keqiang, when talking about the employment and entrepreneurship work of college graduates, pointed out that the overall employment level of college graduates should be stabilized by all means. The employment level of college graduates is generally stable. In recent years, the employment situation of college students is not optimistic. The employment situation of college students has become more and more severe. Therefore, it is of great significance to explore the countermeasures to the employment problem of college students under the current situation (Xinhua, 2023).

Objectives of the Study - This study aimed to determine the career expectations, needs, and planning strategies of college students in China. This study embarked on a comprehensive exploration of college students in China, addressing multifaceted objectives. Firstly, it aimed to describe the demographic profile of the students such as sex, age, university major, and academic year; determine career expectations of these students, examining facets like competition, freedom, management, life balance, organization membership, expertise, learning, and entrepreneurship; assess career needs in terms of directional guidance, interview relevance, and areas of interest; identify effectiveness of career planning strategies in terms of assessing, exploring, experiencing, and transitioning phases; test significant difference of responses across different profiles for career expectations, career needs, and career planning strategies; test significant relationship among career expectations and needs, career expectations and planning strategies, as well as career needs and planning strategies; and propose a tailored career development program aimed at enhancing the career expectations, needs, and planning strategies of college students in China.

2. Methods

Research Design - The researcher used a descriptive research method in this study. Descriptive studies are defined as those that are based on a single sample and do not include a comparison group. Since there is a specific group of participants and no comparison is made to another set of participants, the descriptive study design fits the research. The information was collected through a standardized survey questionnaire that matched the problem given.

Participants of the Study - The ideal number of respondents was determined using the formula, in which the

target respondents consisted of 408 college students from the colleges in the Hetao College in China. They were the college teachers working in private and public colleges in China. In addition, the sampling method employed was random sampling, also known as simple random sampling. Generally, this makes a population that contains multiple individuals. In here, a sample was taken one by one and was taken one by one where the probability of everyone being drawn was equal each time. This survey adopted the non-repeated sampling method, and each sample was sampled once. The samples in the sample were not put back into the population, as the units in the sample can only be sampled once. The sampling frame of this survey had the college students in Heotao College as the survey object.

Instrument of the Study - A survey questionnaire was used in the data gathering of this study. It was derived from a published study, but it is significantly modified to satisfy the objectives of the present study. There are three main instruments used in the study. First is the Assessment of Career Planning Needs of Students (Nowakowski，2002). The questionnaire is composed of 24 items measured in two factors, with a sevenpoint scale. It was modified from seven-point scale to four-point scale: Strongly Agree (SA) Agree (A) Disagreed (D) and Strongly Disagree (SD). Another one is the questionnaire on Career Planning Questionnaire (Messiah College Career Center, 2013). This consists of two subscales and 21 items in total. It was modified from seven-point scale to four-point scale: Strongly Agree (SA) Agree (A) Disagreed (D) and Strongly Disagree (SD). The third questionnaire that was utilized is Career Expectations Questionnaire which was also adopted from the study of Ramos et al., (2020). The questionnaire consists of two subscales and 32 items in total.t was modified from seven-point scale to four-point scale: Very interested (VI) Interested (I) Not really interested (VRI) and No interested (NI). These questionnaires were then evaluated for validity and reliability after they had been modified to reflect the new information.

The questionnaire was tested on 30 instructors as part of a pilot study, which enables the researcher to verify its validity. With the results of the pilot testing in hand, Cronbach's alpha was used to measure the validity and reliability of the questionnaire. The Cronbach-α coefficient for Competition and Freedom which are indicators of career expectations are 0.721 and 0.782 respectively, which shows excellent internal consistency among items. For indicators of management, individual shows a 0.846 Cronbach-α coefficient which is acceptable, while organisation membership has a Cronbach-α coefficient of 0.900 which is excellent. The indicators for career expectations show the following Cronbach-α coefficient: expertise 0.724, which is good internal consistency, learning 0.893, entrepreneurship 0.825, both good internal consistencies. The Cronbach-alpha coefficients for indicators of career needs are 0.927, which show excellent internal consistencies. The indicators for career planning strategies show the following Cronbach-α coefficient: asses 0.872, which is good internal consistency, explore 0.915, experience 0.901, both excellent internal consistencies, transition 0.954. This shows excellent internal consistency. The same test was used in the study of (Nowakowski，2002) to show the reliability of motivation indicators, view on fulfillment of needs and expectations on importance of needs with coefficients of 0.900 and 0.895 respectively showing high reliability of all indicators.

Data Gathering Procedure - In this study, questionnaires were highly utilized as a data collection method. This study mainly consists of questionnaire information distribution and collection. The questionnaire consists of four sections The questionnaire consists of four sections namely respondent profile, Career expectations, needs, and planning strategies. 74 questions were set. The questionnaire was sent to the respondents through the questionnaire star software and the link of WeChat group. The online questionnaire was distributed through "Online Questionnaire Star", which effectively increased the questionnaire recovery rate. The questionnaire recovery rate was effectively increased.

Data Analysis - The data collected from the questionnaire was first tabulated. Frequency counts and percentages were used in the first section to determine the distribution of respondents. Meanwhile, in the next section, a weighted mean to assess the career expectations of the higher education students. Higher education students in competition, freedom, management, life Balance, organization，membership, expertise, learning, entrepreneurship. The mean was also used to determine higher education students' career needs, including

Internal motivation, Integrative motivation, Identifying motivation, Intervention motivation, and other motivation. This statistical tool was used to determine students in asses, explore, experience, and transition. In terms of relationship and difference test relationship and difference, t-test between variables was used in this study. Similarly, the Spearman rho was employed to determine whether the three variables had a significant link. The following Likert Scale was used in assessing the variables: 3.50- 4.49 = Strongly Agree, Very Interested; 2.50-3.49 –Agree, Interested; 1.50 – 2.49 –Disagree, Not Really Interested; and 1.00 – 1.49 – Strongly Disagree, No Interested. Furthermore, all data were handled with PASW version 26 statistical software to better understand the study's results using an alpha level.

Ethical Considerations - Ethical consideration is in effect in the data gathering procedure. Data privacy was observed, and participants were requested to sign a permission form for data privacy when they received their survey questionnaires. Also, the questionnaire was completed voluntarily by the participants. Due to the sensitivity surrounding the usage of personal information, participants were given the option of leaving any personal information blank in the data questionnaire. The researcher also ensured that the respondents voluntarily answered the questionnaire according to their own wishes. During the interview process, the personal opinions of the respondents were also fully respected to ensure that all information was determined based on the respondents' own personal opinions. Lastly, the researcher also ensured that the study respondents were not hurt because their safety is the top priority.

3. Results and discussion

Table 1

Summary Table on Career Expectations

Indicators	Weighted Mean	Verbal Interpretation	Rank
Competition	3.10	Agree	2
Freedom	3.02	Agree	5.5
Management	3.02	Agree	5.5
Life Balance	3.05	Agree	3.5
Organization Membership	3.01	Agree	7
Expertise	3.00	Agree	8
Learning	3.05	Agree	3.5
Entrepreneurship	3.11	Agree	1
Composite Mean	3.04	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents the respondents assessment on career expectations as to competition. The composite mean of 3.10 shows that they agreed in general. Expect to get promoted to the next level got the highest mean score of 3.14. Meanwhile, items like able to show that have more to offer than my colleagues and able to see that I am doing better than those I am in competition with ranked the least with mean values of 3.10 and 3.06 respectively. Taken together, respondents have a more positive attitude towards career expectations, agreeing to pursue competition, freedom, life balance, organizational membership, professional knowledge and learning in their careers. Entrepreneurship is also highly valued, indicating that respondents have a strong desire for innovation and independent development.

One obvious finding is that college students' career expectations are closely related to individual factors such as gender and evaluation of personal abilities, implying that an individual's own characteristics are the basis for the formation of career expectations, while environmental factors mainly play an influential and catalytic role. From the survey data, it is clear that some respondents are gradually moving away from viewing their careers as a means of earning a living, and are choosing to view their careers as a process of self-fulfillment, where they are willing to take risks and put in a great deal of effort in order to achieve a sense of fulfillment. Stated results corroborate with the study of Doyle et al. (2020) who identified four dimensions of career outcome expectations: extrinsic, work-life balance, pioneering, and people-related. Controlling for career interest, the study reveals that students' gender and race/ethnicity significantly impact their expectations across these dimensions. Recognizing

the diversity in career outcome expectations, recruiters and program directors can enhance attraction strategies by aligning presented career outcomes with the expectations of diverse populations.

The other part is actually caused by the current employment policies, career concepts and social environment. Therefore, we should face up to the career expectations of contemporary university students and their choice of self-realization instead of simply criticizing and interpreting them one-sidedly. Therefore, we should face up to the career expectations of contemporary college students and their choice of self-realization instead of criticizing and interpreting them one-sidedly.

Table 2

Summary Table on Career Needs

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Career direction	3.10	Interested	2
Interview relevance	3.07	Interested	3
3.Areas of interest	3.17	Interested	1
Composite Mean	3.04	Interested	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 is a summary table reflecting occupational needs. In it, career needs include three dimensions, career orientation, interview relevance and area of interest. Out of these three areas, Area of Interest has the highest score of 3.17, Career Orientation has a score of 3.10 and Interview Relevance has a score of 3.07. The combined score of these three areas is 3.04 which indicates agreement.

Out of these three dimensions, Area of Interest has the highest score of 3.17, Career Orientation has a score of 3.10 and Interview Relevance has a score of 3.07. The combined score for these three dimensions is 3.04 indicating agreement. Career planning and direction of employment are issues that everyone needs to consider seriously. A successful career planning and employment direction planning needs to synthesize limited resources and rich environmental factors. Along with economic development and social progress, the concept of career planning and employment direction has changed. One should analyze one's career strengths in career planning. Choosing a career in which one excels can make it easier for job seekers to find suitable job opportunities. In addition, it is also necessary to consider the characteristics of multi-learning and multi-capability, that is, to learn a variety of skills related to their own work, so as to make themselves more competitive in employment.

Above results support the study of Roy (2020) who highlighted that career guidance plays a pivotal role in aligning product markets and education systems with their objectives, recognizing that choosing a career is a crucial life decision often made hastily. This decision, made early in an individual's life, requires careful consideration, planning, and understanding of innate capacities. The purpose of career guidance is to optimize the match between individuals and occupations, fostering mutual benefit and promoting equity. Recent evidence highlights the importance of broader knowledge and skill acquisition for social mobility. The mission of career guidance extends into lifelong learning, aiming to enhance children's lives and benefit society as a whole.

Table 3

Summary Table on Career Planning Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
Assess	3.11	Agree	4
Explore	3.14	Agree	1
Experience	3.13	Agree	2
Transition	3.12	Agree	3
Composite Mean	3.12	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

A summary of career planning strategies is presented in Table 3, which summarizes the individual's career planning strategies in the areas of assessment, exploration, experience, and transition, showing a combined weighted mean of 3.12, indicating that the individual agrees overall.

The highest weighted mean of 3.11 was found for the indicator of Assessment, which suggests that individuals emphasize the assessment of themselves and their career environment when developing their career plans. Through assessment, individuals can better understand their strengths and weaknesses, as well as the opportunities and challenges they face, so as to formulate a more reasonable career planning program. The weighted average of the exploration indicator is 3.14, second only to the assessment indicator. This indicates that individuals actively explore different career fields and opportunities when formulating career plans. By proactively seeking and seizing opportunities, actively communicating and collaborating with others, and expanding one's horizons and experiences, individuals can better develop career plans that suit them. The weighted average of the experience indicator is 3.13, which indicates that individuals will emphasize on experiencing different career positions and work environments in actual work when formulating career plans. Through opportunities such as internships, volunteer activities and community services, individuals can learn about the job content, processes and skills required for a particular occupation, as well as the ways of interacting with co-workers and supervisors, etc., so as to be in a better position to make more informed career choices. The weighted average of the transition indicator is 3.12, which is slightly lower than the other indicators, but falls into the category of agreement. This suggests that individuals pay attention to strategies and techniques for transition during the career planning process in order to achieve smooth career development and change. Through strategies such as setting clear goals, being well prepared, proactively seeking opportunities, flexibly adjusting plans and maintaining a positive mindset, individuals can better cope with challenges and changes in the career field and achieve career development and growth.

Taken together, the weighted average for individuals is 3.12, indicating that strategies in the areas of assessment, exploration, experience and transition are considered comprehensively when developing career plans. By comprehensively assessing themselves and their career environments, actively exploring different career fields and opportunities, experiencing different career positions and work environments in the real world, and paying attention to strategies and skills for transition, individuals can better develop career planning programs that suit them and achieve career development and growth. Individuals demonstrated positive career planning behaviors in all areas, including self-assessment, exploring career opportunities, gaining experience, and preparing for transition. These efforts help them to better plan and achieve their career goals.

Table 4

Relationship Between Career Expectations and Career Needs

	r-value	p-value	Interpretation
Competition	.836**	0.000	Highly Significant
Freedom	.814**	0.000	Highly Significant
Management	.834**	0.000	Highly Significant
Life Balance	.851**	0.000	Highly Significant
Organization Membership	.808**	0.000	Highly Significant
Expertise	.851**	0.000	Highly Significant
Learning	.860**	0.000	Highly Significant
Entrepreneurship	.856**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 displays the association between career expectation and needs. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the career expectations, the better are the career needs. The table shows the correlation between career aspirations and career needs. The calculated r-value indicates a very strong positive correlation while the resulting p-value is less than 0.01 indicating that this correlation is highly significant. This means that there is a significant relationship between career aspirations and occupational demand, which can also be interpreted as the higher the career aspirations, the higher the occupational demand. The cultivation of students' skills often has different contents due to time differences. Many of the skills learned by students in school will become outdated or even eliminated in a short period of time after entering society. Therefore, how to pay attention to students' personal development and career planning has become an important

content of vocational education in the new era. Correspondingly, downplaying the concept of skill first and paying more attention to the cultivation of students' learning ability and comprehensive literacy is gradually becoming the needs and expectations of vocational education students. The higher the expectations of students, the greater the corresponding career needs. Stated results somehow show relevance to the study of Paton et al., (2019) who accentuated those students demonstrated significant association between career expectations and needs. Discrepancies were linked to increased indecision and decreased confidence. Students generally aspired to higher occupational status, with males favoring professional occupations. Age differences emerged in status expectations.

Table 5

Relationship Between Career Expectations and Career Planning Strategies

Competition	r-value	p-value	Interpretation
Assess	.797**	0.000	Highly Significant
Explore	.810**	0.000	Highly Significant
Experience	.797**	0.000	Highly Significant
Transition	.788**	0.000	Highly Significant
Freedom			
Assess	.785**	0.000	Highly Significant
Explore	.776**	0.000	Highly Significant
Experience	.768**	0.000	Highly Significant
Transition	.759**	0.000	Highly Significant
Management			
Assess	.807**	0.000	Highly Significant
Explore	.801**	0.000	Highly Significant
Experience	.778**	0.000	Highly Significant
Transition	.774**	0.000	Highly Significant
Life Balance			
Assess	.819**	0.000	Highly Significant
Explore	.821**	0.000	Highly Significant
Experience	.817**	0.000	Highly Significant
Transition	.815**	0.000	Highly Significant
Organization Membership			
Assess	.762**	0.000	Highly Significant
Explore	.756**	0.000	Highly Significant
Experience	.773**	0.000	Highly Significant
Transition	.761**	0.000	Highly Significant
Expertise			
Assess	.819**	0.000	Highly Significant
Explore	.798**	0.000	Highly Significant
Experience	.799**	0.000	Highly Significant
Transition	.792**	0.000	Highly Significant
Learning			
Assess	.823**	0.000	Highly Significant
Explore	.789**	0.000	Highly Significant
Experience	.793**	0.000	Highly Significant
Transition	.776**	0.000	Highly Significant
Entrepreneurship			
Assess	.818**	0.000	Highly Significant
Explore	.807**	0.000	Highly Significant
Experience	.821**	0.000	Highly Significant
Transition	.794**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the association between career expectation and planning. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the career expectations, the better are the career planning. It shows the correlation between career aspirations and career planning strategies. The calculated r-value indicates a very strong positive correlation while the resulting p-value is less than 0.01 indicating that this association is highly significant. This means that there is a significant relationship between career aspirations and career planning strategies, which can also be interpreted as the higher the career aspirations, the more

positive the career planning strategies. Career expectations and career planning are important factors that everyone must consider as they progress through their careers. Career aspirations are a person's vision and pursuit of an ideal job in the future, while career planning is a series of goals and plans formulated in order to realize one's career aspirations.

In modern society, career development has become an important part of a person's lifelong development. Career aspirations are a person's outlook and goals for their future career. It can motivate an individual to strive for struggle and help them stay oriented on their career path. In the face of work difficulties and setbacks, career aspirations can be a motivation for a person to persevere. At the same time, a clear career aspiration can also help an individual to better choose a career that suits him and avoid blindly pursuing money and status to the neglect of his/her own interests and potentials. A career plan is a set of goals and plans to achieve career aspirations. It helps individuals in better plan their direction and steps in the career development process. Career planning allows individuals to have a clearer understanding of their strengths and weaknesses and to enhance and develop their skills and abilities in a targeted manner. By formulating clear career goals and plans, individuals can develop their careers in a more organized manner and improve their competitiveness in employment. In short, the greater the career expectations, the better the career planning. Stated results support the study of Jackson (2020) who cascaded that students who reported more positive perceptions of the current labour market were more likely to develop higher self-perceptions of employability, believe they had a greater sense of control over their career yet were less engaged with proactive career behaviours. Students perceived employability, their sense of career control and their reported career proactivity positively determined their engagement in career planning.

Table 6

Relationship Between Career Needs and Career Planning Strategies

	r-value	p-value	Interpretation
Assess	.927**	0.000	Highly Significant
Explore	.927**	0.000	Highly Significant
Experience	.922**	0.000	Highly Significant
Transition	.900**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates the association between career needs and planning. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the career needs, the better are the career planning. The table shows the correlation between career needs and career planning strategies. The calculated r-value indicates a very strong positive correlation while the resulting p-value is less than 0.01 indicating that this correlation is highly significant. This means that there is a significant relationship between career needs and career planning strategies, which can also be interpreted as the greater the career needs, the more positive the career planning strategies.

In summary, these tables reflect the relationship between career aspirations, career planning strategies and career needs. The results show a strong positive correlation between these factors, i.e., when career aspirations are higher, career planning strategies and career needs are also more positive. This is useful information for both individuals and educational institutions as it emphasizes the importance of career aspirations on career planning and needs and helps to guide the career development and planning process. Taken together, the tables provide useful information on students' career aspirations, needs and planning strategies, helping schools and educational institutions to better understand students' needs, provide relevant career planning support, and identify differences among different groups to better meet their needs. These data can be used to improve the quality of education and career guidance to help students better achieve their career goals.

Career planning is critical to every student's future. It is a complex process that requires students to gain an in-depth understanding of their interests, needs, and abilities, as well as to explore various career paths, gain

relevant experience, and plan their own career development. To address this key theme, this paper will analyze a series of tables that provide detailed data on students' career aspirations, needs, and planning strategies. These tables cover a number of areas, including students' level of interest in different career needs, their level of confidence in self-assessment and major selection, their strategies for career exploration and experience building, and their planning strategies for preparing for the transition from student to employee. In addition, the tables analyze differences in student responses across profiles, such as gender, age, college major, and academic year.

This paper delved into this data with the goal of helping educational institutions, career planning counselors, and students better understand the complexities of career planning. They will explore the relationship between students' career aspirations and needs and how they relate to career planning strategies. In addition, we will analyze differences across profiles to reveal what factors may influence students' performance in career planning. The analysis of these data helps educational institutions to better meet students' needs and provide them with more effective career planning support. It also provides students with valuable insights about their career interests and needs, helping them to better plan their careers. Ultimately, the goal of this paper is to facilitate more students to achieve their career goals and move towards a successful future. Stated results affirm the study of Ismail et. al., (2019) who revealed that a positive and significant correlation between career needs and career planning strategies existed.

The following professional programs are proposed:

Table 7

A Proposed Career Development Program to Enhance the Career Expectations, Needs, and Planning Strategies of College Students in China

Key Results Area	Objective	Strategies	Persons Involved	Timeframe	Source of Funds	Key Success Indicator
Career Expectations: Expertise	Enhance students' clarity in career goals.	1. Career assessment workshops	Career counselors, faculty advisors	Semestral	University	Increase in students' self-awareness
		2. Guest lectures from industry professionals	Industry experts, faculty	Bi-annual	Sponsorships	Positive feedback from students
		3. Internship opportunities	Career services, industry partners	Yearly	Grants	Increase in internship placements
Career Needs: Interview Relevance	Equip students with skills relevant to interviews.	1. Mock interview sessions	Career advisors, alumni	Monthly	University	Improvement in interview performance
		2. Resume writing workshops	Writing center staff, career advisors	Bi-monthly	Sponsorships	Enhanced quality of resumes
		3. Networking events	Alumni associations, career services	Quarterly	Alumni donations	Increase in networking connections
Career Planning Strategies: Assess	Aid students in developing effective career plans.	1. Individualized career counseling sessions	Career counselors	Ongoing	University	Personalized career plans
		2. Goal-setting workshops	Career advisors, faculty	Semestral	Grants	Achievement of set career goals
		3. Mentorship programs	Faculty, industry professionals	Yearly	Sponsorships	

4. Conclusions and recommendations

Most of the college students are between the ages of 21 and 23, with slightly more male students than female students. Career expectations, career needs, and career planning are all issues of concern to them. The interviewees' basic career expectations include competitiveness in the workplace, freedom, management, life balance, organizational membership, professional knowledge, learning, and entrepreneurship. Respondents identify themselves in career needs, demonstrated work experience, career direction, employment direction, resume recruitment on the ability. Respondents largely agree with their competence in career planning strategies, demonstrated evaluative, exploratory, experiential perspectives, and transition. Respondents' expectations of the existence of significant differences in career competitiveness, career needs, and competition in the workplace. It is evident that there exists a highly significant relationship between career expectations and career planning strategies across various dimensions. The correlation coefficients (r-values) obtained for each dimension, including Assess, Explore, Experience, and Transition, consistently indicate highly significant relationships. The findings of this study underscore the importance of developing a comprehensive Career Development Program tailored to the specific needs and aspirations of college students in China.

Education authorities may change the criteria for evaluating employment rates. Higher education may emphasize vocational education. It is necessary to establish a full-scale career guidance system and promote the professionalization and specialization of the career guidance team. Under the environment of massification of higher education, the enrollment scale of local colleges and universities has increased dramatically, and it is far from enough to rely only on a limited number of part-time staff to participate in career guidance. Higher education students may recognize themselves in the environment of the times. Different environments have different requirements for the quality of employment, only by analyzing the characteristics and development of the current environmental conditions, can we figure out the relationship between ourselves and the environment, understand our position in a particular environment, and understand the requirements of the current environment for their comprehensive quality. Future researchers may conduct a longitudinal study to track the long-term impact of career development interventions on college students' career trajectories. The proposed output of the Career Development Program may prioritize flexibility and adaptability to cater to the diverse needs and preferences of college students in China. This entails developing a customizable framework that allows students to tailor their career development journey based on their individual interests, strengths, and aspirations.

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